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ABSTRACT

Approximately 180 organizations are listed and described in this directory which was designed to inform educators and researchers about organizations that provide or are interested in business and/or economic education materials and information. The directory was compiled to provide an initial review of the many organizations in the field of business and economic education. Each citation contains the title of the organization; address; phone number; name of president or public relations director; a brief statement of objective; information about the organization, including staff and budget; and an overview of program activities. The directory concludes with a listing of chairs of business and free enterprise at American universities and colleges, an outline of topics which might be studied in an economics education seminar, an overview of topics which Standard Oil Company (Indiana) thinks students should study in a unit on the American market system, an explanation of corporate support of economic education, a copy of a proposal which a group interested in economic education might submit to a corporation for funding, and a list of 25 questions to be answered in planning an economic education program. (DB)

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ORGANIZATIONS PROVIDING BUSINESS AND ECONOMIC EDUCATION MATERIALS OR INFORMATION. (Revised January, 1979.)

PUBLIC AND GOVERNMENT AFFAIRS
STANDARD OIL COMPANY (INDIANA)
JANUARY, 1979

SP011811

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ORGANIZATIONS PROVIDING BUSINESS AND ECONOMIC EDUCATION MATERIAL

These abstracts were developed to provide an initial review of the many organizations in the field of business and economic education. Additional direct contact for current, more detailed information should be made before a program is sponsored or financial support is recommended.

There are a large number of organizations with various approaches to business and economic education operating at the local, area, or national level. They should be examined to determine if they have adequate funding and sufficient staff support to carry on their functions. Effective programs for use by teachers appear to require the expertise and input from both educators and economists if they are to be successfully implemented in schools.

The abstracts are not all-inclusive and do not review all operational aspects of an organization. They attempt to review some of the nonprofit organizations interested, in varying degrees, in research, public policy, business, career, or economic education. A brief review of some examples of organizations that appear to be effective in these areas follows:

American Economic Foundation--New York--AEF's simplified economic statements and programs receive wide support and are distributed through numerous diverse groups.

American Enterprise Institute for Public Policy Research--Washington, D.C.--The institute is one of the foremost economic research organizations providing study in a broad range of economic areas. It is primarily interested in influencing public policy makers.

American Productivity Center--Houston--APC conducts research, development, measurement, appraisal, and implementation of productivity improvement programs.

The Business Roundtable--New York--The Roundtable is concerned with management's interest and implementation of economic education. It works with other organizations and associations and recommends effective programs.

Chamber of Commerce of the United States--Washington, D.C.--The Chamber has broad base support for its business and economic education programs and involves many business groups who do not have the means to develop their own programs.

Committee for Economic Development--New York--CED is engaged in research and policy recommendations directed to business, educators, and government officials.

The Conference Board--New York--CB is a fact-finding institution that publishes research materials for educators, business, and government.

The Economic Education Foundation for Clergy--Washington, D.C.--The foundation is the only organization specifically aimed at reaching clergy of all faiths.

The Foundation for Economic Education, Inc.--Irvington, NY--Publishes The Freeman, one of the foremost monthly publications about economics and private enterprise.

Future Business Leaders of America--Washington, D.C.--This national organization of high school (FBLA) and college (PBL) members is directly concerned with students entering business. It appears to be effective in explaining the private enterprise system to youth.

The Heritage Foundation--Washington, D.C.--HF is an educational public policy research organization with numerous publications, a resource bank, and extensive informational programs.

Intercollegiate Studies Institute--Bryn Mawr, PA--The institute distributes its publications widely to college students and faculty.

Joint Council on Economic Education--New York--Analysis indicates that the Joint Council is most effectively organized to institute, develop, and infuse economic education through the schools, both with its own programs and through the individual approaches being tried and tested by the various affiliated state councils.

Junior Achievement, Inc.--Stamford, CT--JA has a viable, practical program of personal opportunity to help students understand business economics through participation in mini-business concerns and other economic educational programs.

Law and Economics Center--Coral Gables, FL--The center supports economic education for law professors, government officials, and federal judges, and law education for economists.

National Association of Manufacturers--Washington, D.C.--NAM channels business and economic education activities through its Foundation for Economic Freedom.

National Bureau of Economic Research--New York--The bureau provides research and reports on a wide variety of economic subjects.

National Federation of Independent Business--San Mateo, CA--NFIB seeks to promote the free enterprise system with publications, economic education information, and membership involvement.

Vocational Industrial Clubs of America, Inc.--Falls Church, VA--VICA advances the educational and social development of students enrolled in trade, industrial, technical, and health occupations.

Abstract Information

ORGANIZATIONS PROVIDING BUSINESS AND ECONOMIC EDUCATION MATERIALS OR INFORMATION

Organizations listed may be active and effective, have a substantial interest, or have some interest in business, career, and economic education through programs addressed to students and teachers, the general public, specialized audiences, or as a research or public policy group.

This report makes no warranty, express or implied, nor assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, product, or service disclosed.

Readers are invited to submit the names and addresses of nonprofit organizations not listed. Comments or suggestions for improvement are always welcome.

The compliation and organization of these materials for the third revision was edited January 1979.

Martin J. Shallenberger
Senior Staff Public Affairs Representative
Public & Government Affairs
Programs Section, Mail Code 3705
Phone (312) 856-4749

In addition to source materials and reports furnished by the nonprofit organizations listed, additional information is available:

ECONOMIC EDUCATION PROGRAMS AND RESOURCES DIRECTORY
Education Services, Communications Division
National Association of Manufacturers
1776 F Street, N.W., Washington, D.C. 20006
38 pages (1978) Price: $7.50

CONTACT:
A DIRECTORY OF INTERPRETING BUSINESS AND ECONOMIC EDUCATION PROGRAMS
Public Affairs Department
Chamber of Commerce of the United States
1615 H Street, N.W., Washington, D.C. 20006
73 pages (1978) Price: $25.00

INTERFACE:
INITIATIVES BETWEEN THE CORPORATION AND THE CAMPUS
Council for Financial Aid to Education
680 Fifth Avenue, New York, New York 10019
67 pages (1978) Price: $10.00

DIRECTORY OF LAW-RELATED EDUCATION IN PROJECTS
American Bar Association
1155 East 60th Street, Chicago, Illinois 60637
122 pages (1978) Price: $2.00

DIRECTORY OF SOCIAL STUDIES/SOCIAL SCIENCE SERVICE ORGANIZATIONS
Social Science Education Consortium, Inc.
855 Broadway, Boulder, Colorado 80302
152 pages, Second edition, Publication Number 229 (1978) Price: $6.25

WHO TEACHES CITIZENSHIP
Social Science Education Consortium, Inc.
855 Broadway, Boulder, Colorado 80302
66 pages, Publication Number 222 (1977) Price: $3.25

ECONOMIC EDUCATION REFERENCE MANUAL
United States Industrial Council, Educational Foundation
Sixth Floor, Home Federal Building, Nashville, Tennessee 37219
107 pages (1976) Price: $50.00

ENCYCLOPEDIA OF ASSOCIATIONS
Gale Research Company
Book Tower, Detroit, Michigan 48226
1,434 pages (1978) Price: $75.00

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ACU EDUCATION AND RESEARCH INSTITUTE (ERI)
Suite 207, 600 Pennsylvania Avenue, S.E., Washington, D.C. 20003
(202) 546-1710
Kathleen Kilpatrick, Executive Director

OBJECTIVE: The institute is devoted to advancing greater awareness and understanding of America's traditional values and education in the principles of free enterprise.

ORGANIZATION: The tax-exempt national educational organization, founded in 1974, is headed by a board of directors drawn from colleges, universities, business, and the communications media. Staff: 4 professionals and 3 support people. 1978 budget: $180,000. It is funded by business, foundations, and individuals. Previously associated with the American Conservative Union.

PROGRAM: Through discussion and research of major issues, the institute works with college students to teach philosophic principles and civic responsibilities. The institute is active in the following areas: 1) Provides college students with an educational intern program in Washington. 2) Publishes various issue studies about our political and economic system, and issues in brief on topical subjects, for distribution to students, educators, media, and interested citizens (approximately 100,000 copies annually). 3) Conducts an annual symposium and various seminars.

The National Journalism Center is operated by ERI to train student interns in the fundamentals of media work and an understanding of the American system of traditional values. 501 (c)(3)

THE ADVERTISING COUNCIL, INCORPORATED (AC)
825 Third Avenue, New York, New York 10022
(212) 758-0400
E. J. Stapleton, Project Director

OBJECTIVE: The council promotes voluntary citizen action to solve national problems through multi-media public service advertising campaigns in the public interest.

ORGANIZATION: The private, nonprofit council, founded in 1942, is supported by 500 business, advertising, and communication industries. These groups contribute their skills and resources to various noncommercial and nonpolitical, nonpartisan public campaigns.

PROGRAM: The Ad Council's public service campaign on the American Economic System, launched in 1976, is a long-range effort to improve economic understanding among all Americans. Funding for the five-year program (1976-1981), is estimated at $4 million provided through contributions from corporations and foundations.

Materials to support the program are available for all media including newspapers, magazines, outdoor, radio, and television. In addition to the 24-page booklet The American System. . .and your part in it, other booklets: Productivity, Inflation, Employment explain individual economic concepts. A print ad series, "How High is Your E.Q.?", complement broadcast public service announcements, envelope stuffers, and bumper stickers. An Action Guide explaining how a community or business can organize an economic education program is available. Single copies of all materials are free. Write for bulk quantity prices. Publishes the bimonthly newsletter, ECONOMIC COMMUNICATOR.

AMERICAN BAR ASSOCIATION SPECIAL COMMITTEE
ON YOUTH EDUCATION FOR CITIZENSHIP (YEFC)
1155 East 60th Street, Chicago, Illinois 60637
(312) 947-3960
Norman Gross, Staff Director

OBJECTIVE: The association's purpose is "to encourage and support programs about the law, legal system, and legal issues in elementary and secondary schools."

ORGANIZATION: The national, nonprofit committee was founded in 1971. Staff: four professional and two support.

PROGRAM: YEFC provides national clearinghouse and coordination services for individuals and groups interested in law-related education. Activities include regional conferences for lawyers, educators, and community leaders, consulting services, research studies in law-related education program development and implementation, and a film, "To Reason Why."

Publications include UPDATE ON LAW-RELATED EDUCATION, three per year, DIRECTORY OF LAW-RELATED EDUCATION PROJECTS, three audio-visual materials catalogs on games and simulations, and three program development guides.

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AMERICAN CAUSE, INC. (AC)
Suite 304, 905 16th Street, N.W., Washington, D.C. 20006
(202) 638-4006
George L. Murphy, Director

OBJECTIVE: The purpose of American Cause is "to restore and preserve the basic political philosophy of our American heritage, the free market system, and to protect the right to own and control your own property."

ORGANIZATION: The bipartisan, nonprofit, political education organization, founded in 1974, has 30,000 members. Executive and bipartisan Congressional Advisory committees. Funded by individuals and business.

PROGRAM: American Cause conducts research, evaluates current issues, and recommends action. Provides speech materials for members of Congress, sponsors a speakers bureau, and contacts media, labor, clergy, members of the entertainment world, and chief executive officers. Has produced short radio announcements on selected issues. Publishes a newsletter and SPECIAL REPORTS, nine per year.

THE AMERICAN CITIZENSHIP CENTER (ACC)
Oklahoma Christian College Campus, Rt. 1, Box 141, Oklahoma City, OK 73111
(405) 478-1661
Robert B. Rowland, President

OBJECTIVE: The center seeks to develop a better understanding and an appreciation of human and economic freedom.

ORGANIZATION: Founded in 1957 as a nonprofit educational corporation, managed by a Board of Governors, the center is operated and funded by private contributions. Staff: Two professionals and two support people. In addition to serving the state of Oklahoma, the center distributes materials to 32 states and conducts seminars in six states.

PROGRAM: The center sponsors four one-day Freedom Forums for high school student leaders and teachers, eight four-day Seminars, and a college student program on Private Enterprise Education is conducted annually. A graduate course, Comparative Political and Economic Systems, is conducted each summer.

The center cooperates with other organizations interested in promoting private enterprise education. Private enterprise workshops for employee groups are held on request. The center maintains a film library, and supplies advertising messages for the media.

The center publishes a multi-media private enterprise minicourse, "The Spirit of '76," for secondary schools, pamphlets on economics, the book, Economic Truths and Myths, and a monthly newsletter, AMERICAN CITIZENSHIP, sent to 12,000 thought leaders.

AMERICAN COMMUNICATION NETWORK (ACN)
308 North Washington Street, Knightstown, Indiana 46148
(317) 245-5115
Brian L. Bex, President

OBJECTIVE: ACN is concerned with communicating factual information on the private-enterprise system. It believes in freedom, private free-market economic system, private property, the profit and loss system, limited responsible government, and the worth of the individual.

ORGANIZATION: Founded: 1966. Twenty-member board of directors. A nonpolitical, nonprofit 501(c)(3), educational organization supported by individuals, foundations, business, and industry. Annual budget over $500,000.

PROGRAM: ACN produces THE AMERICAN RECORD, a four-page monthly newsletter, with a circulation of six and a half million distributed to business, industry, schools, universities, churches, civic, and patriotic organizations, including 145 monthly trade journals. Also produces a half-hour weekly TV program used by over 50 stations. Over 100 seminars are conducted annually. A periodical library and 400 film prints are maintained for use by 550 participating high schools.

AMERICAN COUNCIL FOR CAPITAL FORMATION (ACCF)
Suite 1007, 1425 K Street, N.W., Washington, D.C. 20005
(202) 638-5638
Mary Gavin, Communications Manager

OBJECTIVE: The council's purpose is to inform Americans of the importance of capital formation, and to work to reduce the bias in the tax system against private saving and investment.

ORGANIZATION: The national council is a nonprofit economic education and legislative advocacy organization founded in 1975. Staff: five professional and seven support people. Thirty-five hundred members, including businesses, associations, labor, and individuals, support its programs.

PROGRAM: The council's operating committees provide direction. The Government Relations committee prepares and submits testimony before Congressional committes and issues Action Bulletins to members.

The Economic Education committee, comprised of communication specialists, advises on the design and implementation of programs to communicate a greater understanding of the American economic system and the importance of capital formation to the nation. It conducts semi-annual seminars, provides information kits on capital formation, publishes economic education materials for use by those expressing interest, and sponsors a speaker's bureau. Publishes a newsletter, NEWSWATCH.

COMMENT: The council is primarily concerned with the reform of federal tax policies through research, publication, and contact.

AMERICAN COUNCIL OF LIFE INSURANCE (ACLI)
1850 K Street, N.W., Washington, D.C. 20006
(202) 862-4000
Ralph J. McNair, Senior Vice President--Administration

OBJECTIVE: The Education and Community Services division of ACLI seeks to improve relations between the business and academic communities, and to demonstrate that higher education and life and health insurance businesses have common concerns.

ORGANIZATION: Founded in 1976 as a result of the merger of the American Life Insurance Association and the Institute of Life Insurance. Staff: 123 professional and 127 support people. The council is a trade association funded by 480 members from life and health insurance companies.

PROGRAM: The Education and Community Services division provides information and publishes printed materials and some high school multi-media kits and programs on life insurance and related aspects of family financial planning. It has established a university advisory council to provide an avenue of communication between the insurance industry and academia. It consults with and assists teachers and teacher educators and provides teaching guides and curriculum outlines on various aspects of life and health insurance.

The Business Executive in Residence program permits senior insurance executives to spend two to four weeks at selected college campuses. They may teach classes, hold seminars, give lectures, or take part in informal discussions with students and faculty. Approximately nine college programs are sponsored each year.

The Interfaith Council for Family Financial Planning assists religious organizations in programs to teach the clergy about various aspects of family financial planning.

The council also cooperates with consumer and community groups to plan programs dealing with family finance, and assists the General Federation of Women's Clubs and the Cooperative Extension Service of the U.S. Department of Agriculture to encourage family money education programs for their members.

COMMENT: The council represents the life insurance business in legislative and regulatory areas at the federal, state, and local levels of government, provides the public with information about the purpose and uses of life insurance, engages in research, compiles statistics and makes other studies to record the performance of the business, and measures attitudes of the public on issues relevant to the business.

AMERICAN ECONOMIC ASSOCIATION (AEA)
1313 21st Avenue South, Nashville, Tennessee 37212
(615) 322-2595
Mary L. Winer, Administrative Director

OBJECTIVE: The association encourages historical and statistical research into actual conditions of industrial life and provides a nonpartisan forum for economic discussion.

ORGANIZATION: The nonpartisan AEA was founded in 1885. It operates with a staff of five professional and seven support people. Over 17,300 members are educators (50%), business and industry executives, lawyers, and journalists (35%), and government administrators (15%). Support is received primarily from membership dues and foundation groups. 501 (c)(3).

PROGRAM: The AEA, an educational organization addressing itself primarily to the teaching of economics at the college and university level, provides for effective training and conducts seminars and institutes on economics. The visiting Economics Scholars program stimulates interest and helps develop skills in economics among undergraduates in colleges and universities, and provides opportunities for faculty members to discuss teaching and research problems with the visitor.

It works closely with the Economics Institute and the Association for University, Business and Economic Research at the University of Colorado at Boulder for preparing foreign students for graduate studies in economics in the U.S.

Committees with special activities and research programs include: studies of the Labor Market for Economists, Economic Education, Status of Minority Groups in the Economics Profession, Status of Women in the Economics Profession, and Political Discrimination.

Supplies approximately 6,900 libraries, institutions, and firms with the quarterly publications: AMERICAN ECONOMIC REVIEW and JOURNAL OF ECONOMIC LITERATURE.

COMMENT: The association does not develop or produce economic educational materials. The association Committee on Economic Education coordinates many of its activities with and through the Joint Council on Economic Education in developing economic education materials.

AMERICAN ECONOMIC FOUNDATION (AEF)
51 East 42nd Street, New York, New York 10017
(212) 687-5330
Le Roy Sluder III, Executive Director

OBJECTIVE: The foundation conducts research to increase understanding of the basic economic facts about the free enterprise system, and publishes simplified explanations of economic principles for dissemination to general audiences.

ORGANIZATION: AEF is a national nonpartisan, nonprofit 501(c)(3) foundation formed in 1939. Staff 9. The AEF is supported by 20,000 people interested in economic research and education for the general public, including primary and secondary students. The 1978 budget of $380,000 was provided by individuals (50 per cent), corporations (30 per cent), and foundations (20 per cent).

PROGRAM: The basic publications program of the AEF consists of: (1) A simplified economics text, How We Live. Over eight million copies have been distributed since 1944. (2) Ten Pillars of Economic Wisdom, a one-page, abridged statement of the foundation's philosophy, and (3) monthly editorials consisting of a two-pamphlet series--Economic Facts of Life, and In Fact. A film, "The Lesson of Liberty Village," is available. The monthly newsletter is NEW WORLD ECONOMY. The 20,000 supporters provide a basic materials distribution channel for AEF.

Other foundation programs and services include:

Community Economic Education--a business-industry sponsored community, region, or state economic education program supported by local news media and using employee publications and mailings. Advertisements for radio, TV, and newspapers, enclosures, and other materials are available.

Corporate Economic Education--this program is based on the needs and opportunities of individual companies to interpret basic economics to employees. Techniques are adapted from other AEF projects.

Businessmen in the Classroom--working either with individual business people, companies, or a group of firms in a community-wide program, the foundation shows how business speakers and educational materials can be utilized to increase students' understanding of free enterprise.

Teachers and Schools--the foundation provides books, films, lectures, and courses on free enterprise.

COMMENT: The foundation wants to "help Americans understand that simple economic truths, spiritual faith, moral character, and limited government are necessary to maintain prosperous free economy."

AMERICAN ENTERPRISE INSTITUTE FOR PUBLIC POLICY RESEARCH (AEI)
1150 17th Street, N.W., Washington, D.C. 20036
(202) 862-5800
William J. Baroody, Jr., President

OBJECTIVE: The institute's objective is "to assist policy makers, scholars, businessmen, media, and the public by providing objective research and analysis of national and international issues and to foster effective competition of ideas."

ORGANIZATION: AEI, founded in 1943, is an independent, nonprofit, nonpartisan research and educational organization, governed by a 20-man Board of Trustees. An Advisory Committee, with government experience, assists in identifying public policy issues and determines priorities for analysis. A council of Academic Advisers reviews studies for scholarly depth. Staff: 100. About three-fourths of AEI's annual budget of $8 million comes from foundations, the remainder from business and individuals.

PROGRAM: AEI's program utilizes the case study approach and presents analysis of issues by academic experts. The program includes: (1) Legislative Analysis Series, about 15 per year, on pending legislation, dealing with current issues. Written by outside experts, these analyses are edited and issued as unsigned pieces. They are sent to Congress, government officials, and others on request. (2) AEI Studies Series, about 45 per year, basic research, but not necessarily subjects of pending legislation, in ten subject categories: taxation, defense, economics, energy, foreign policy, government regulation, health, legal policy, social security, and political and social processes. These are signed pieces, written by experts primarily from the academic community. (3) The monthly videotaped Public Policy Forums, combining rational debates, round tables, and town hall meetings, are broadcast over about 600 commercial and public TV stations. Radio stations also use the program materials, which are subsequently distributed as printed publications. (4) Other programs include: AEI-Hoover Policy Studies, 5 per year; Conference Proceedings, 5 per year; and Special Projects, 3 per year. (5) About 30 conferences, seminars, discussions and debates, and 120 publications are produced annually. (6) The institute, through its Associates Program, encourages public support of AEI research activity and the distribution of AEI publications. (7) Publications include: AEI ECONOMIST, PUBLIC OPINION, REGULATION, and AEI DEFENSE REVIEW.

The institute's educational program for schools and colleges includes research materials, studies, analyses, debates, audio cassettes, and reference items sent to about 400 college AEI Public Policy Research Centers where reserved library sections display this material. Yearly guidebooks are prepared for high school debaters on topics selected by national debate organizations.

COMMENT: The institute studies national problems, fosters research, identifies and presents varying points of view on issues, develops practical options, and analyzes public policy proposals. AEI regards the intellectual audience as being of primary importance because of its influence on public policy makers. The institute does not take positions on policy issues.

AMERICAN INSTITUTE FOR ECONOMIC RESEARCH (AIER)
Great Barrington, Massachusetts 01230
(413) 528-1216
Rollo Handy, President

OBJECTIVE: "The institute functions to develop useful solutions to general economic problems; to disseminate information to help individuals cope with financial problems, and to aid the progress of U.S. society."

ORGANIZATION: The nonprofit, educational organization, with a staff of 15, was founded in 1933. Funding is secured from 7,000 sustaining members and from the sale of publications. Investment advice is provided by the American Investment Services, Inc.

PROGRAM: The institute publishes educational bulletins on personal and general economic problems which contain analysis and implications of current economic developments and conducts a fellowship program and summer seminars for senior undergraduate and graduate students. Members receive the weekly RESEARCH REPORTS and monthly ECONOMIC EDUCATION BULLETIN.

AMERICAN IRON AND STEEL INSTITUTE (AISI)
1000 16th Street, N.W., Washington, D.C. 20036
(202) 452-7118
Thomas D. Patrick, Director of Communications & Educational Services

This trade association has developed economic education programs to encourage information flow between the academic community and the steel industry to maximize understanding and appreciation of the role and contribution of each in the American socio-economic system. The institute's economic education activities are under the guidance of a Committee on Education Cooperation, with members from various steel companies.

Member companies answer and provide information about raw materials, vocational opportunities, personnel practices, communication techniques, and the industry's place in the national economy. Companies are responsive to requests of educators for speakers, consultants, printed materials, and opportunities to take classroom groups into plants and offices for first-hand observation.

In 1952, it instituted the Community Resources workshops for teachers residing in steel communities. Six-week summer workshops are held in cooperation with sponsoring colleges, community, business, and labor groups. These groups raise funds locally, and in cooperation with the school board, sponsor teacher participation. They are generally accredited programs for high school teachers which encourage development of teaching materials, utilizing local, cultural, and other resources, including field trips to steel facilities.

Instituted program of Steel Industry Economic seminars for college teachers beginning in 1960. The basic purpose is to foster free interchange of ideas between academic economists and executives. Orientation is around the broad, general topic of steel industry economics. Content, mutually determined, is based on major problems of importance to both industry and educators, such as competition, research, environment, energy, industrial relations, technological change, and economics.

A speakers program for colleges and universities, called the Steel Fellows, consists of young steel company employees who have already achieved positions of responsibility in their chosen careers, who accept invitations from leaders in America's academic communities to meet with student groups having a wide variety of interests.

The institute's Education Committee distributes, on request, tested teaching aids, including filmstrips with teacher guides, publications, and other materials.

AMERICAN MANAGEMENT ASSOCIATIONS (AMA)
135 West 50th Street, New York, N.Y. 10020
(212) 586-8100
Joseph P. Keyes, Vice President--Public Relations

OBJECTIVE: The association's purpose is to "provide quality programs, products, and services to the managerial process, advancing the understanding and application of the principles, policies, practices, and purposes of good management."

ORGANIZATION: The nonprofit organization was founded in 1923. Staff: 900. Over 69,000 members are drawn from organizations and executives in industry, commerce, government, charitable and noncommercial groups, as well as universities.

PROGRAM: AMA's educational programs, products, and services are international in scope and serve all levels of management through meetings, books, periodicals, reports, research, and multimedia courses. AMA offers survey reports and briefings on organizational problems and practices, maintains a library and management information service, and an Extension Institute division for home study. Publications include: MANAGEMENT REVIEW, MANAGEMENT DIGEST, SUPERVISORY MANAGEMENT, PERSONNEL, HEALTH SERVICES MANAGER, ORGANIZATIONAL DYNAMICS, COMPENSATION REVIEW, and ADVANCED MANAGEMENT JOURNAL.

"Operation Enterprise," P.O. Box 88, Hamilton, N.Y. 13346, phone (315) 824-2000, has been sponsored since 1963 as part of AMA's Young Adult Program. The program offers high school and college students an opportunity to learn about management skills, principles, and methods. During the two-week programs, management is discussed and evaluated as a career goal primarily through direct contact with senior executives from both private and public organizations.

THE AMERICAN POLITICAL SCIENCE ASSOCIATION (APSA)
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036
(202) 483-2512
Evron M. Kirkpatrick, Executive Director

OBJECTIVE: The association "encourages the study and promotes the development of the science of government."

ORGANIZATION: Founded: 1903. Staff: 20. Members: 18,000 college and university teachers of political science, public officials, research workers, lawyers, and business people.

PROGRAM: The association conducts meetings and publishes material. It maintains an educational program for political scientists. It is interested in improving the knowledge and increasing citizen participation in political and governmental affairs. It conducts the Congressional Fellowship Program and the Black Graduate Fellowship Program. Prizes are awarded for the best books in political science. Publishes THE AMERICAN POLITICAL SCIENCE REVIEW, the news journal PS, and a tabloid on teaching THE NEWS, all quarterly.

AMERICAN PRODUCTIVITY CENTER (APC)
1700 West Loop, South, Houston, Texas 77027
(713) 961-7740
Gary D. Demaree, Director of Public Relations

OBJECTIVE: The center's purpose is to strengthen America's private enterprise system by creating and supporting programs which improve productivity and the quality of working life.

ORGANIZATION: The national center was founded in 1977. Staff: 20 professionals and 25 loaned executives. 1978 budget approximately $1.5 million. APC is a nonprofit center supported by corporations and fundations.

PROGRAM: APC's main functions are to:

1) Assist in establishing or improving productivity improvement programs in private sector organizations.

2) Conduct research and development, measurement, appraisal, and implementation of productivity.

3) Provide awareness programs and publications about the importance of productivity, including a clearing house and referral service for productivity information.

4) Create, promote, distribute, and market education and training programs about productivity for firms, school systems, media, and the general public. Materials consist of seminars, courses, films, audio tapes, brochures, and field services.

AMERICANISM EDUCATIONAL LEAGUE (AEL)
P.O. Box 5986, Buena Park, California 90622
(714) 828-5040
Edward S. Rankin, Executive Director

OBJECTIVE: The purpose of the league is "to conduct a sustained campaign of public education to energize and inform the citizenry, to promote Constitutional principles, to advance the private enterprise system and security of each citizen."

ORGANIZATION: The nonprofit 501(c) educational organization, founded in 1927, has a staff of four. 1978 budget: $150,000. Supported by 8,000 contributors.

PROGRAM: The league presents speakers; circulates cassette tapes of their talks; publishes tracts condensing their main points; and publishes articles on economics, energy, and national defense. Provides information weekly to 500 newspapers. It conducts a Patriotic-Free Enterprise slogan contest in Orange County, California, and provides information about developing a local contest of this type for use by others.

In 1978 the league published over 30 tracts, fact sheets, or articles, and distributed over a million copies.

AMERICA'S FUTURE, INCORPORATED (AF)
542 Main Street, New Rochelle, New York 10801
(914) 235-6000
John C. Wetzel, President

OBJECTIVE: AF's objective is "to educate the people of the United States with respect to the history, character, importance, and value of our constitutional republic and institutions and the social, economic, and political principles upon which such government and institutions are founded, with emphasis on the advantages of the free enterprise system."

ORGANIZATION: Founded: 1946. Staff: Ten. Current contributors: 14,000. 1977 budget: $320,000. Nonprofit, national educational organization supported by business, industry, and individual contributions.

PROGRAM: 1. Nationwide Radio Broadcasts: Five-minute commentary program, "Behind the Headlines," is broadcast five times weekly over the Mutual Broadcasting System.

2. Audio-Visual Program: "Two Worlds" reviews U.S. history, our national heritage, the Constitution, as well as the enemies of our system. The program is being placed in high schools across the nation as funds permit.

3. Pamphlets and Brochures: Materials on individual, political, and economic freedom; patriotism; education and the schools; aspects of communism; the advantages of the free enterprise system; etc., are available for student and classroom use.

4. Textbook Evaluation Service: More than 650 current and new high school social studies textbooks have been reviewed by a committee of educators. The reports are free to educators and civic groups.

5. Publishes biweekly newsletter, AMERICA'S FUTURE, for contributors, and free to school libraries and college students.

AREA COUNCIL FOR ECONOMIC EDUCATION (ACEE)

1169 Suburban Station Bldg., 1617 J. F. Kennedy Blvd., Philadelphia, Pa. 19103
(215) 564-0384
Joseph H. Campbell, Jr., Program Director

OBJECTIVE: "A local citizens movement in the field of economic education to demonstrate the superiority of the American competitive system of private enterprise, which is an essential part of our freedom--and whose superiority lies in recognition of the dignity of the individual."

ORGANIZATION: ACEE, formerly known as Americans for the Competitive Enterprise System, Inc., is a nonprofit organization, established in 1949 by a group of civic leaders. It operates primarily in Pennsylvania, New Jersey, and Delaware. Officers and directors include businessmen and academicians as well as labor. About three-fourths of its annual budget of $250,000 is funded by companies, with the remainder coming from individual contributions.

PROGRAM: The ACEE program is based on the premise that education is best achieved on a personal basis. Directed to primary and secondary students, it is designed to supplement classroom economics instructions.

ACEE affiliated with the Joint Council on Economic Education in 1975 to support the Development Economic Education program in area schools. This and other programs have been instrumental in developing in-service programs for teachers in the social studies and business areas who wish to acquire or strengthen a competency in the teaching of economic concepts and institutions. Summer workshops, both for credit and noncredit, are sponsored and funded by ACEE for elementary and secondary teachers who study economic education techniques and curriculum improvement.

ACEE members provide speakers on current topics, panel programs, and a limited number of plant tours. The area council, with funds from foundations, purchases instructional materials which are given to various school systems to help increase student understanding of economics. The program reaches approximately 100,000 students annually in social studies, economics, and distributive education classes.

ACEE encourages the teaching of economics. Principal thrust is toward education programs for students, teachers, clergy, core-city job trainees, supervisors, and service groups. ACEE presents annual awards for outstanding achievement in competitive enterprise.

THE ASSOCIATION FOR BUSINESS EDUCATION (ABE)
P.O. Box 2152, Sepulveda, California 91343
(213) 556-2730
Jeanne Palmer, President

OBJECTIVE: The association's purpose is to bring corporate executives to the public via national commercial television.

ORGANIZATION: ABE, a nonprofit foundation, was founded in 1977. Staff: three. 1978 budget: $250,000. Funded by foundations, corporations, and individuals.

PROGRAM: The association hopes to educate the public about business and economics, and to help the public understand the free enterprise system, the nature of our economy, and alternative methods of capital formation.

The association proposes to produce a series of thirteen, half-hour television interviews with corporate executives discussing business and major issues and problems concerning the free enterprise system. Titled, "It's Your Business," the TV series would be syndicated in 25 major markets. Cost estimated at $50,000 per program. Videotapes of the programs would be furnished to high schools and universities.

THE BROOKINGS INSTITUTION (BI)
1775 Massachusetts Avenue, N.W., Washington, D.C. 20036
(202) 797-6000
Richard A. Snodgrass, Director of Institutional Relations

OBJECTIVE: The institution's purpose is to bring knowledge to bear on the current and emerging public policy problems facing the American people.

ORGANIZATION: The private, independent, nonpartisan, nonprofit 501(c)(3) research, education, and publication organization was founded in 1927 as a result of mergers of the Institute for Government Research (1916), the Institute of Economics (1922), and the Robert Brooking Graduate School of Economics and Government (1924). Staff: 60 senior fellows and research associates and 130 support people. 1979 budget approximately $9.3 million. It is financed by foundations, corporations, individuals, and contracted studies.

PROGRAM: Brookings functions as an analytical and critical research organization, publishing its findings for the public. Its activities include studies of public policy issues at the national level in economics, government, and foreign policy and defense policy.

Advanced study conferences, seminars, roundtables, and other educational activities are carried on for senior executives in government, business, and the professions to increase their understanding of public policy issues and their significance in a democratic society.

Brookings' research efforts are concentrated in three areas:

1. The Economic Studies program is concerned with major problems of domestic and world economics, and with the search for possible solutions through effective use of public policy.

2. The Government Studies program analyzes governmental performance in the Congress, the bureaucracy, the presidential selection process, and the political party system.

3. The Monitoring Studies seeks to evaluate new trends in federal-state relations.

The Social Science Computation Center is maintained by the institution, and various fellow and scholar programs are sponsored. The institution does not take positions on policy issues. Publications include approximately 25 books and monographs per year; BROOKINGS PAPERS ON ECONOMIC ACTIVITY, twice a year; and the quarterly BROOKINGS BULLETIN.

BUSINESS ECONOMICS EDUCATION FOUNDATION (BEEF)
S-298 Griggs, Midway Building, 1821 University Avenue, St. Paul, Minnesota 55104
(612) 645-5561
Robert H. Kaitz, Executive Director

OBJECTIVE: The foundation's goal is to provide secondary high school students with a basic understanding of our private enterprise system and its relationship to other economic systems.

ORGANIZATION: The nonprofit, public foundation, was founded in 1976. Staff: 3 professionals and 23 support people. It is governed by a 23-person board, consisting of business, college, public and private school representatives. Contributions are received from corporations, foundations, and individuals. Budget for 1978: $60,000.

PROGRAM: BEEF works with principals, social studies, economic and business teachers, and curriculum committees to develop localized economic and business education programs. It coordinates practical experiences in conjunction with the participating school's curriculum via speakers and seminars.

Classroom curricular program development and organization is supported by audio-visual and printed materials and business-industry cooperation. The foundation promotes a student/business intern program. Programming efforts serve public and private secondary schools in Minnesota.

BUSINESS/EDUCATION ALLIANCE OF SOUTHEASTERN MICHIGAN (B/EA)
150 Michigan Avenue, Detroit, Michigan 48226
(313) 964-4000
Arthur W. Saltzman, Executive Director

OBJECTIVE: The alliance provides a structure through which business and education can work together to improve economic and career education.

ORGANIZATION: B/EA, a nonprofit corporation founded in 1950, was formally called the Institute for Economic Education and affiliated with the Greater Detroit Chamber of Commerce in 1974. Staff: three. Members: 1,000. 1979 budget $135,000. Funded by business and foundations.

PROGRAM: Programs include: Business Awareness Seminars for teachers and students; Industry-Education Dialogues for college students and business people; Clergy/Business Dialogues; a high school program--Emerging Career Options for Women; information programs on jobs and careers; career information for college educators; economic education seminars and in-service training for teachers and administrators. Publishes a newsletter.

COMMENT: B/EA works with 75 school districts and 15 colleges and universities in Detroit and southeastern Michigan.

THE BUSINESS ROUNDTABLE (BR)
200 Park Avenue, New York, New York 10017
(212) 682-6370
James Keogh, Executive Director, Public Information

OBJECTIVE: "The basic purposes of The Business Roundtable are to provide a forum in which the business leadership of the nation can exchange ideas and develop policy recommendations on major business, economic, and social issues; to foster a higher and more realistic public appreciation of the contributions by business to society; to obtain a better balance in labor-management relations; and to strengthen the voice of business on these problems."

ORGANIZATION: The Roundtable, founded in 1972, has a staff of 12. Budget approximately $2 million. Executive officers of 190 member companies participate actively in Roundtable committees.

The Roundtable works closely with other associations and groups which share its aims. This avoids duplication of effort and encourages optimum use of the resources of the entire business community.

PROGRAMS: Much of the Roundtable activity is conducted by operating committees and task forces organized to deal with urgent challenges currently facing the business community. They develop background papers and policy recommendations on business, economic, and social issues of national concern. These are circulated among Roundtable members, legislators, and the news media to encourage public discussion and constructive resolution of the issues in the national interest. Seminars on improving economic communications with corporate audiences are sponsored.

COMMENT: The Business Roundtable is committed to seeking constructive resolution of the many public policy issues of serious concern to business. It will endeavor through its strong representation in business to inform and advise government officials and the public generally of its conclusions as to the best solutions to these problems.

A continuing concern of the Roundtable is to help create a better understanding of the American economic system in the belief that an informed public is necessary to keep that system strong and healthy.

CATO INSTITUTE (CI)
1700 Montgomery Street, San Francisco, California 94111
(415) 433-4316
David J. Theroux, Director, Academic Affairs

OBJECTIVE: The institute is dedicated to preserving and extending economic and social freedoms in America.

ORGANIZATION: The nonprofit 501(c)(3) public policy research foundation, founded in 1977, has a staff of 27. Budget for 1978: $1.45 million. Funding is obtained from private contributions or from the sale of publications, projects, and services.

PROGRAM: CATO programs include sponsorship and publication of basic research in social philosophy and public policy; publication of journals on the scholarship of liberty and commentary on political affairs; production of debate forums; documentary studies for radio and television; and organization of academic program of lectures, seminars, and conferences. CATO Campus Associates coordinate the institute's study projects at major colleges.

CATO lectures and conferences include:

(1) Lecture Series in Economic Science--visiting lecture programs in Austrian economic analysis at major universities;

(2) Speakers Forum in Political Economy--lectures and debates;

(3) Conference and Seminars--interdisciplinary regional conferences at universities and one-week seminars for students, business leaders, and professionals; and

(4) CATO Forum--nationally syndicated daily radio commentary by various columnists broadcast in 100 markets.

Publications include INQUIRY magazine, biweekly; LITERATURE OF LIBERTY, quarterly; CATO POLICY REPORT, monthly; CATO POLICY STUDIES; CATO PAPERS, monographs; STUDIES SERIES IN POLITICAL ECONOMY; and CATO'S LETTER, quarterly newsletter. Other publications: High School Debate Kit--a collection of reference material, annual scholarship essay contests, and FREEDOM ON FILM--a directory for 16mm film rentals.

CENTER FOR BUSINESS AND ECONOMIC EDUCATION (CBEE)
5601 West 19th Street, Lubbock, Texas 70407
(806) 792-6655
C. L. Kay, Executive Director

OBJECTIVE: The center is designed to create understanding of the philosophy of the American form of government and the free market economy.

ORGANIZATION: The center, located at Lubbock Christian College, was founded in 1973. Staff: Two professionals and one support. Supported by corporations, foundations, and individuals.

PROGRAM: The center concentrates on: (1) understanding the free market system and business; (2) understanding our political processes, and (3) character building, both spiritual and moral values. It is active in the areas of history, government, economics, philosophy, management, and leadership.

The center publishes books, pamphlets, monographs, and brochures, and produces films, filmstrips, video and audio tapes, and other audio-visual teaching aids. It sponsors meetings, classroom discussions, and seminars for business people; conducts seminars for specialized studies; and holds symposiums on national and international affairs. It has a student intern program. Publishes the quarterly BULLETIN.

COMMENT: The center's concept is to broaden the understanding of the free enterprise system by showing the advantages of private and corporate ownership and control of property and the means of production versus state ownership and control.

CENTER FOR BUSINESS INFORMATION, INC. (CBI)
90 Madison Street, Worcester, Massachusetts 01608
(617) 754-9425
Elaine S. Cencak, Executive Director

OBJECTIVE: The center promulgates the merits of the American business system of competitive enterprise.

ORGANIZATION: The nonprofit center, serving Worcester County, was founded in 1938 as the Committee on Business Information. Staff: two. 1978 budget: $50,000. Funding is secured from membership dues of area business and industry, film distribution, and project fees.

PROGRAM: The center provides economic understanding courses and seminars for teachers, guidance counselors, and students, holds annual symposium for college students, faculty members, and business representatives. It also develops and maintains programs for area business and educational editors. Provides a business speaker's service and teaching tours. CBI Film Center is sponsored by Worcester County Business and Industry. Publishes the bulletin, ECHO.

CENTER FOR CONSTRUCTIVE ALTERNATIVES (CCA)
Hillsdale College, Hillsdale, Michigan 49242
(517) 437-7341
Ronald L. Trowbridge, Executive Director

OBJECTIVE: The center "is devoted to an examination of the principal problems of our time and seeks to offer solutions drawn from the traditional values and liberties of American society. This is based on our belief in the freely choosing individual, the capacity of the private sector to solve its own problems, and our suspicion that many problems are caused by government intervention."

ORGANIZATION: The center, founded in 1972, is operated as a part of Hillsdale College and is funded by individuals, foundations, and business and industry. 1977 budget approximately $150,000. No government funding.

PROGRAM: The center conducts four week-long seminars during the college year that examine alternative solutions to the problems of contemporary America. The center conducts a one-week Summer Institute on Political Economy. Excerpts of the seminars are available on audio cassettes. Selected presentations are published as position papers. Publications include: IMPRIMIS, a monthly journal with a circulation of 44,000, and ALTERNATIVES, a weekly.

THE CENTER FOR THE DEFENSE OF FREE ENTERPRISE (CDFE)
Suite 178, 1601 114th, S.E., Bellevue, Washington 98004
(206) 455-5038
Gregory R. McDonald, Executive Director

OBJECTIVE: The center disseminates information and fosters the values and principles upon which the American free enterprise system was founded.

ORGANIZATION: The national center was founded in 1976 as a nonprofit educational foundation. Staff: three professional, five support. 65,000 members. Supported by business, foundations, and individuals. 1978 budgeting: $365,000. 501(c)(3)

PROGRAM: The center researches and studies issues relating to economics and government regulation. It disseminates information, provides speakers, lecturers, and conferences. It has developed a public service announcement broadcast campaign about free enterprise and an ad campaign for colleges and university newspapers.

Proposed projects include: advocates for broadcast, a speakers bureau, development of new audio-visual programs, student essay contests, scholarships and research grants, and the printing and distribution of economic education material. Publishes the newsletter, THE PRIVATE SECTOR, circulation 50,000.

CENTER FOR ECONOMIC, CONSUMER, AND CAREER EDUCATION (CECCE)
National College of Education
2840 Sheridan Road, Evanston, Illinois 60201
(312) 256-5150
Edward Storke, Director

OBJECTIVE: The responsibility of the center is to make economic theory, business practice, and varied career opportunities comprehensible to teachers and, through them, to students.

ORGANIZATION: The center, established in 1976, is operated by the National College of Education. Staff: Five professional and two support people. Funded by the college, foundations, and business. 1978 budget: $72,000.

PROGRAM: The center offers instruction and practical assistance to teachers and administrators in understanding and teaching fundamental concepts and activities in economic theory, business practice, and career development through workshops, curriculum reviews and development.

Programs include: (1) Courses in economic and career education for undergraduate students. (2) In-service education for teachers in cooperating schools. (3) Courses and workshops for graduate teachers to help them understand and teach economic concepts. (4) Evaluation and development of materials and curricula for precollege and continuing education. (5) Dissemination and advocacy of economic and career education curricula.

CENTER FOR EDUCATION AND RESEARCH IN FREE ENTERPRISE (CERFE)
Texas A & M University, College Station, Texas 77843
(713) 845-7723
Gene C. Uselton, Director

OBJECTIVE: The center's purpose is to raise economic literacy and increase citizen awareness of the importance of individual freedom to the strength and vitality of our economy.

ORGANIZATION: The nonprofit center, founded in 1977, has a staff of four professionals and six support people. 1979 budget: $325,000. Funded by business, foundations, and individuals. 501 (c)(3)

PROGRAM: The center's Educational division trains teachers; develops instructional materials; assists with curriculum development; operates delivery systems to communicate information to various publics; collects, develops, and disseminates educational materials; sponsors conferences, workshops, symposia, lectures, and debates; and alerts the public to economic issues and problems; and helps citizens evaluate proposed solutions within the context of a free enterprise system.

The Research division analyzes public policy issues; provides basic and applied research for the development of knowledge about economic systems and written reports in nontechnical language for distribution to journalists, government officials, business leaders, and the public.

The center proposes to provide a framework for an instructional development program of economic education, establish in-service teacher training programs of economic education, establish economic information exchange for teachers, and evaluate economic education programs in terms of student understanding. Publishes the newsletter PATHFINDER, 6 per year.

CENTER FOR ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (CESBM)
College of Business Adm., Box 48, Wichita State Univ., Wichita, KS 67208
(316) 689-3000
Ron Christy, Director

OBJECTIVE: The center's purpose is to educate people about the business enterprise system and why it is important to our society.

ORGANIZATION: Founded in 1977 as a nonprofit organization, the center is funded by private enterprise and individuals. 1979 funding goal: $750,000.

PROGRAM: The center's four-phase program includes:

Academic Programs--involving the development of courses instructing in Entrepreneurship, The American Enterprise System, and New Venture Creation.

Seminar Programs--will be conducted for legislators, interested public, children, business management, business labor, and media reporters.

Elementary Level Films--will be created to provide a basic understanding of the American enterprise system.

Prime Time Television--will be used to gain maximum exposure through projected dramatic presentations about American business people. The series would inform the public about the nature of business, profits and losses, investment and risk, etc.

THE CENTER FOR INFORMATION ON AMERICA (CIOA)
Washington, Connecticut 06793
(203) 868-2602
Townsend Scudder, President

OBJECTIVE: The center is dedicated to furthering the public knowledge and understanding of America's self-governing process and the issues our country faces in continuing the successful operation of democracy.

ORGANIZATION: The independent, nonpartisan, nonprofit research and educational corporation, founded in 1950, has a staff of five. It is supported by individuals, foundations, and the sale of publications.

PROGRAM: The center publishes objectively presented informational material on the background and current situation of political issues and other timely subjects. It is currently sponsoring publication of a ten section series on capital. Publications include VITAL ISSUES, ten per year, GRASS ROOTS GUIDES on democracy and practical politics, four or five per year, and POPULATION PROFILES.

THE CENTER FOR LIBERTARIAN STUDIES (CLS)
Suite 911, 200 Park Avenue, South, New York, New York 10003
(212) 533-6600
William M. H. Hammett, Executive Director

OBJECTIVE: The center is committed to research for the refinement and dissemination of libertarian theory.

ORGANIZATION: The nonprofit research center, founded in 1975, has a staff of two professionals and two support people. Budget for 1978: $260,000. Supported by corporations, foundations, and individuals. 501 (c)(3).

PROGRAM: The center sponsors an annual young scholars conference, other academic conferences, a research fellows programs, and an education project. The center encourages creative application of free market perspectives to an analysis of contemporary economic, social, and political problems. Publishes the newsletter, IN PURSUIT OF LIBERTY; AUSTRIAN ECONOMICS NEWSLETTER; THE JOURNAL OF LIBERTARIAN STUDIES; and an OCCASIONAL PAPERS series.

COMMENT: All center activities are directed to provide ideas that will serve as the basis for a society in which each individual has maximum freedom.

THE CENTER FOR POLICY PROCESS (CPP)
Suite 300, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036
(202) 387-5700

OBJECTIVE: The center's purpose is to forecast social trends by content analyses, and to assist individuals, institutions, and communities to understand, anticipate, and manage change.

ORGANIZATION: The nonprofit, educational institute, founded in 1974, has a staff of six. It is supported by grants and contracts from government, foundations, and corporations.

PROGRAM: The center conducts research into the process of policy formation and national problems. It conducts seminars and conferences. It publishes the TREND REPORT which measures changing issues and events and is based on an analysis of people's action as described in the nation's newspapers.

CENTER FOR PRIVATE ENTERPRISE EDUCATION (CPEE)
Box 922, Station A, 900 East Center Avenue, Searcy, Arkansas 72143
(501) 268-6161
Don P. Diffine, Director

OBJECTIVE: The center's purpose is to bring free market information to a variety of audiences and to assist people to understand the facts of economic life.

ORGANIZATION: The nonprofit center, founded in 1976, is located at the Department of Business and Economics, Harding College. It is financed by business, foundations, individuals, and alumni.

PROGRAM: The center's student-faculty staff develops much of the materials used. It has a library of private enterprise books, pamphlets, and audio-visual materials--all of which are listed in their Businessman's Bibliography. It conducts a speaker's bureau, provides news articles and editorials about private enterprise written by industry and academic experts, and offers radio broadcasts and spot announcements to the media. Publishes the newsletter ENTREPRENEUR.

CENTER FOR PRIVATE ENTERPRISE AND ENTREPRENEURSHIP (CPEE)
Hankamer School of Business, Baylor University, Waco, Texas 76703
(817) 755-1211
John Schoen, Executive Director

OBJECTIVE: The center's objective is to aid in the preservation of the competitive enterprise system and to promote the entrepreneurial spirit among individuals and organizations.

ORGANIZATION: The nonprofit center, founded in 1977, is a part of the Hankamer School of Business. Staff: six professionals. Funded by individuals and organizations.

PROGRAM: The center engages in educational, developmental, and research activities pertaining to the private enterprise system and the process of entrepreneurship and venture initiation.

It sponsors lecturers, conferences, and seminars, and has consultant and adviser programs for company employees, journalists and media, and for members of civic and professional associations.

COMMENT: The center has four endowed chairs:

Herman Lay Chair of Private Enterprise
E. M. & Thelma Stevens Professor Private Enterprise & Entrepreneurship
Hazel Chavanne Chair of Christian Ethics in Business
H. R. Gibson Professor of Management Development

CENTER FOR RESEARCH IN GOVERNMENT POLICY AND BUSINESS (CRGPB)
Graduate School of Management, Univ. of Rochester, Rochester, N.Y. 14627
(716) 275-3218
Karl Brunner, Director

OBJECTIVE: The purpose of the center is to support and disseminate research related to public policy issues.

ORGANIZATION: Founded in 1966, the center has a staff of seven, with ten faculty performing research. Budget for 1978 is approximately $400,000. The center is funded by business and foundations.

PROGRAM: The center sponsors and publishes research, by academic economists, on policy related topics. It sponsors various committees and conferences, and publishes and distributes books on policy issues. Center publications include a series of symposia on policy issues and the Carnegie-Rochester Conference Series on Public Policy, both published as a supplement to the JOURNAL OF MONETARY ECONOMICS.

CENTER FOR THE STUDY OF AMERICAN BUSINESS (CSAB)
Washington University, Box 1208, St. Louis, Missouri 63130
(314) 889-5630
Kenneth W. Chilton, Assistant Director

OBJECTIVE: "The center's basic function is to analyze and investigate the role of the private enterprise system in American society and to improve the understanding of that role through teaching, research, and publication."

ORGANIZATION: The center, established in 1975, is affiliated with the Department of Economics, Washington University. Staff: Three professionals assisted by five faculty members. Financial support is from foundations, business, and individuals.

PROGRAM: The center studies the American business system, the role of private enterprise in the development of American society, and the relationship between American economy and a free society. It is involved in economic research; publishes reports on public policy and general articles; and sponsors lectures and seminars, both at the university and with public and professional groups, throughout the country. Business executives are invited to discuss topics of current interest with faculty and students. Publications are often reprinted by news media. Copies are furnished to schools, colleges, and libraries on request.

CENTER FOR THE STUDY OF AMERICAN BUSINESS (CSAB)
Department of Business Administration, Lambuth College
Jackson, Tennessee 38301
(901) 427-6643
William H. Nace, Administrative Vice President

OBJECTIVE: The center's purpose is to increase public understanding of the American economy and its private enterprise system.

ORGANIZATION: Founded: 1978. The center is located in the Department of Business Administration and Economics at Lambuth College. Funded by businesses and foundations.

PROGRAM: Center plans include workshops on business and economic education for preservice teachers and supervisors and administrators of public schools, and the preparation of instructional materials for classroom use. Communication seminars for journalists and workshops for leaders in government, unions, clergy, and consumers are also planned.

The center will encourage and conduct research and evaluation in business and economic education. The center sponsors the "Distinguished Lecture Series on the American Economy and Basic Human Values."

CENTER FOR THE STUDY OF BUSINESS IN SOCIETY (CSBS)
School of Business and Economics, California State University
5151 State University Drive, Los Angeles, California 90032
(213) 224-3881
John F. Steiner, Director

OBJECTIVE: The center seeks to assist government and business by providing information of mutual benefit.

ORGANIZATION: Founded in 1975, with a faculty of seven and two support people, the center is supported by business, industry, foundations, and the California State University and College system.

PROGRAM: The center produces videotaped interviews with top business executives for use by colleges and universities. Twenty have been made for sale to educators and business firms. A series of six videotapes, on basic economic concepts and issues, have been produced for use in Southern California high schools. It holds conferences where business leaders discuss current issues and a lecture series, "Working Papers," reviews business trends.

CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS (CSDI)
Box 4068, Santa Barbara, California 93103
(805) 969-3281
Peter Tagger, Secretary

OBJECTIVE: The center's purpose is to clarify basic issues and widen discussions about them.

ORGANIZATION: Founded: 1952. Staff: Four professionals and fifteen support people. Members: 50,000. Headquarters of the Fund for the Republic. 1979 budget: $1 million. Funded by donations and members.

PROGRAM: The center conducts studies and prepares papers and audio tapes on a variety of subjects. Sponsors conferences and seminars. Provides an associates and fellow program. Publications include the bimonthly CENTER MAGAZINE and WORLD ISSUES.

FUND FOR THE REPUBLIC was founded in 1952 to defend and advance the principles of the United States. It is supported by 100,000 members. The fund supports a basic issues program, initiated discussion and study. Materials on corporations, labor union, political parties, communications, media, international relationships, civil liberties, and race relations are covered.

CENTER FOR THE STUDY OF PRIVATE ENTERPRISE (CSPE)
Graduate School of Business Administration, University of Southern California,
Davidson Conference Center, Room 210, Los Angeles, California 90007
(213) 741-7599
Arthur B. Laffer, Director

OBJECTIVE: The center was established to develop a continuing program of information and education on the private enterprise system.

ORGANIZATION: The center, founded in 1976 at the University of Southern California, is a function of the School of Business Administration.

PROGRAM: Center activities are directed toward providing a better understanding of how the private enterprise system works and to explore means by which its operations can be strengthened. Publishes a Procedures Guide which gives information on the implementation of an employee communication program about the private enterprise system and the basic facts of economic reality. The program provides information about creating effective communications between management and employees. This includes orientation meetings, letters to employees, posters, contests, types of communications, and surveys. Another section of the guide gives information about Political Action Committees (PAC), legislative contact, and shareholder communication programs.

The center sponsors conferences to share information and ideas between business executives, political spokesmen, and university experts. Publishes a newsletter, PRIVATE ENTERPRISE.

The following groups are associated with the Graduate School of Business:

CENTER FOR FUTURES RESEARCH conducts research into the fundamental causes and directions of social change and the design of new corporate strategies and policies.

CENTER FOR THE STUDY OF FINANCIAL INSTITUTIONS concentrates on areas of capital formation, real estate development, savings and loan associations.

CENTER FOR THE STUDY OF PRIVATE ENTERPRISE (CSPE)
Boykin Wright Hall, Augusta College, Augusta, Georgia 30904
(404) 828-4993
C. Willard Huggins, Director

OBJECTIVE: The center's purpose is to provide leadership and resources which promote understanding and further appreciation of the American free enterprise system.

ORGANIZATION: The nonprofit 510(c)(3) educational organization, founded in 1977, operates as a separate division within Augusta College. Staff: two professionals and one support. 1979 budget: $99,000. The center is supported by the National Alliance of Business, the National Manpower Institute, Augusta College, businesses, and contract work.

PROGRAM: The center operates as a coordinating agency to identify, develop, and channel community resources toward meeting the needs of the community.

The center sponsors courses in economics of the free enterprise system, and career guidance courses for secondary teachers and area educators. It sponsors seminars and workshops on free enterprise, and publishes A TEACHER'S GUIDE TO COMMUNITY RESOURCES for area teachers.

CENTER FOR THE STUDY OF PRIVATE ENTERPRISE (CSPE)
Appalachian State University, Boone, North Carolina 28608
(704) 262-2288
George A. Schieren, Director

OBJECTIVE: The center's objective is to provide education, discussion, and research of the private enterprise system.

ORGANIZATION: The nonprofit center, servicing North Carolina and located at Appalachian State University, was founded in 1976. Staff: One professional and one support person. 1978 budget: $60,000. Supported by the state of North Carolina, endowments, contributions from businesses and foundations, and the sale of publications.

PROGRAM: The center sponsors conferences for business leaders and seminars for business employees. The center promotes research into the American enterprise system. It serves as a vehicle to bring together business and academic leaders to share ideas and perspectives on the American business system.

The center sponsors in-service training programs and four-week summer institutes for social science and business teachers in public schools.

CENTURY III FOUNDATION (CTF)
330 Oak Brook Road, Oak Brook, Illinois 60521
(312) 654-3000
Arthur I. Melvin, Executive Director

OBJECTIVE: The foundation seeks to help people establish an understanding of what they personally consider key values of a desirable moral valuing standard and to become aware of the high degree of consensus existing on such a standard.

ORGANIZATION: Founded: 1966. Staff: Five. The foundation is nonprofit 501(c)(3), nonpolitical, and nonsectarian. Support is contributed by individuals, business, educational organizations, and foundations.

PROGRAM: The primary program of the foundation is education and research in valuing analysis methods and procedures. Valuing analysis is the process whereby, after considering consequences of adequate alternatives for self and others, a desirable valuing structure is identified and combined into reality structure. Moral valuing provides a basis for evaluating the consistency of differing economic, political, social, and religious systems. The quality of the moral valuing consensus of a society is usually reflected in the ideals, customs, morals, philosophies, rights, responsibilities, institutions, and standards with which its members have affective regard and identify. The program assumes a direct correlation between the recognition of a desirable moral valuing standard and the quality of schools, business and industry, government, the economy, and life in general.

The foundation sponsors seminar programs for business, education, and community organizations which seek by logical analysis and interaction to find the common core of valuing for all participants. The logical interrelationship of concepts such as meaning, energy, freedom, accountability, productivity, profit, attitude, property, human rights, etc., are examined.

The foundation has funded a National Moral Valuing Research Study workshop in two school district/communities in each state. Participants are pre- and post-tested, and the results compared to control groups. A national norm moral valuing standard is expected to result from this extensive project.

COMMENT: This is not an economic education program although some aspects of economics are reviewed.

CHAMBER OF COMMERCE OF THE UNITED STATES (COCUSA)
1615 H Street, N.W., Washington, D.C. 20062
(202) 659-6152
John D. Sullivan, Director--Interpreting Business/Education Activities

OBJECTIVE: The chamber is dedicated to the advancement of human progress through an economic, political, and social system based on individual freedom, incentive, opportunity, and responsibility.

ORGANIZATION: Founded: 1912. Staff: 1,000. The chamber is a national federation of voluntary organizations of business and professional people. Membership includes 3,700 chambers of commerce and trade associations, and over 67,000 firms, corporations, and individuals.

Through its members, the chamber develops and makes known to the government and the public the recommendation of the business community on national issues effecting the economy and the future of the country. The chamber's national staff acts as a catalyst by providing communication tools and techniques for affiliated local and state chambers, associations, and corporations.

PROGRAM: In the area of Interpreting Business/Economic Education (IB/EE), the chamber has five objectives which are: (1) To find out what business firms and organizations are doing to build public confidence in business and thus to provide a base of information for future efforts; (2) To make specific recommendations on effective programs business can employ to reach the various publics with business and/or economic information; (3) To monitor public opinion toward business and the enterprise system as a basis for developing and recommending which approaches will be most effective in IB/EE communications; (4) To develop methods for business to use in determining the impact of IB/EE programs on public attitudes toward business; and (5) To establish a cooperating nationwide delivery system of state and local committees to ensure implementation of IB/EE programs throughout the nation. Programs of the Center for Interpreting Business include:

* CONTACT . . . A Directory of Interpreting Business/Economic Education Programs: Describes 160 programs developed by corporations, chambers, and other organizations, in four categories: corporations, education, opinion leaders, and the general public.

* The IB/EE Clearinghouse: A referral service and source of information on programs, attitudes toward business, strategies and materials for building public confidence in business. 600 businesses and organizations researched.

* Economics for Young Americans: A multimedia economic education program designed to bring a better understanding of our private enterprise system to students in grades 9-12. The two-phase program contains scripts, slides, cassettes, and a discussion leaders guide.

* Empressa: A self-contained instructional guide that gives Spanish-speaking students and employees a working knowledge of the private enterprise system.

* Films and Slides: Over thirty film and slide presentations are available including a wide variety of business and free enterprise subjects with such titles as Freedom 2000, American Aloum, It's Everybody's Business, and Will There Always Be An England?

* How-to Manuals: A variety of step-by-step guides are available for conducting programs with youth, employees, and other audiences, including "Speak-Up" a guide book to assist business spokesmen to interpret the private enterprise system.

* Pre and Post Testing: A guide to developing pre- and post-tests to determine the impact of IB/EE programs on the audience's business attitudes. Includes model tests, sample questions, and results of employee, clergy, and youth programs.

In addition, the chamber produces the quarterly "Washington Update" and "Enterprise" video cassette programs. "Enterprise" also appears on television stations throughout the nation. The chamber's radio program, "What's The Issue," is featured on the Mutual Broadcasting Network.

Publications include: NATION'S BUSINESS, monthly magazine; WASHINGTON REPORT, bimonthly newsletter; and PUBLIC AFFAIRS REPORT, monthly newsletter.

NATIONAL CHAMBER REGIONS

Regional offices assist the business community in interpreting business/economic education, communications, legislative, and political activity.

CHAMBER OF COMMERCE OF THE U.S.
711 Third Avenue
New York, New York 10017
(212) 557-9898
Harrison W. Moore

NORTHEASTERN REGION
Connecticut, Delaware, Maine,
Massachusetts, New Hampshire,
New York, Pennsylvania,
Rhode Island, Vermont

CHAMBER OF COMMERCE OF THE U.S.
Suite 606, 1200 Harger Road
Oak Brook, Illinois 60521
(312) 986-4830
Mark Herriott

NORTHERN CENTRAL REGION
Illinois, Indiana, Kentucky,
Michigan, Ohio

CHAMBER OF COMMERCE OF THE U.S.
6600 France Avenue, South
Minneapolis, Minnesota 55435
(612) 925-2400
Jeff Mills

NORTHWESTERN REGION
Iowa, Colorado, Kansas, Minnesota,
Montana, Nebraska, North Dakota,
South Dakota, Wisconsin, Wyoming

CHAMBER OF COMMERCE OF THE U.S.
62 Perimeter Center East
Atlanta, Georgia 30346
(404) 393-0140
Patrick O'Haugherty

SOUTHEASTERN REGION
Alabama, District of Columbia,
Florida, Georgia, Maryland,
Mississippi, North Carolina,
South Carolina, Tennessee,
Virginia, West Virginia

CHAMBER OF COMMERCE OF THE U.S.
Suite 750, 4835 LBJ Freeway
Dallas, Texas 75234
(214) 387-0404
Shane White

SOUTHWESTERN REGION
Arkansas, Louisiana, Missouri,
New Mexico, Oklahoma, Texas

CHAMBER OF COMMERCE OF THE U.S.
Suite 240, 500 Airport Road
Burlingame, California 94010
(415) 348-4011
Lawrence K. Buckmaster

WESTERN REGION
Alaska, Arizona, California,
Hawaii, Idaho, Nevada, Oregon,
Utah, Washington

THE CHARLES EDISON MEMORIAL YOUTH FUND (CEMYF)
Suite 770, 5272 River Road, Washington, D.C. 20016
(301) 652-7850
Mrs. Melissa L. Fuller, Director of Programs

OBJECTIVE: The fund seeks to "promote and support the development of college and university students for the assumption of leadership roles in the community and the nation."

ORGANIZATION: The nonprofit 501(c)(3) educational foundation, established in 1967, is managed by a board of directors drawn from academia and business. Staff: two professionals and two support people. 1977 budget: Approximately $200,000. The charitable, educational foundation is supported by contributions from individuals, corporations, and foundations.

PROGRAM: Fund programs and activities include:

(1) Annual Institute on Comparative Political and Economic Systems--a six-week study program about the free enterprise system for student leaders.

(2) The Center for American Political Journalism conducts conferences to assist journalism students in understanding the need for objective reporting and appreciation of the free enterprise system.

(3) Scholarship Awards for youth leadership.

(4) Campus Seminars for selected youth leaders with dialog between academic and business leaders.

CLOSE UP FOUNDATION (CUF)
1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007
(202) 342-8700
Stephen A. Janger, President

OBJECTIVE: The foundation is committed to the political education and involvement of youth in government.

ORGANIZATION: The nonpartisan, nonprofit 501(c)(3), political education foundation was founded in 1971. Staff: 55 professionals, 45 people on teaching contracts, and 35 support people. The foundation currently conducts programs in 28 states. 1979 budget: $6 million. Supported by tuition payments (62 per cent), private contributions (23 per cent), and government funded public fellowships (15 per cent).

PROGRAM: Each year approximately 13,000 high school students and teachers attend week-long, multi-partisan seminars, where they experience government in action, with Washington, D.C. as the classroom. Tuition costs are charged to all participants, but a large number attend through various fellowship grants.

Participants meet, discuss, question, and carry on dialogue with all elements of the political community including Congressional members, committee staffs, administrative aids, agency staffs, judges, lobbyists, reporters, politicians, ambassadors, and concerned citizens.

Many students and teachers attend pre- and post-program seminars and workshops held in communities participating in the Close Up program. A newsletter about local activities is published quarterly.

COMMITTEE FOR ECONOMIC DEVELOPMENT (CED)
477 Madison Avenue, New York, New York 10022
(212) 688-2063
Sol Hurwitz, Vice President--Director of Information

OBJECTIVE: CED develops objective research, informed discussion findings and recommendations for private and public policy which will contribute to preserving and strengthening our free society.

ORGANIZATION: Founded in 1942, under business sponsorship, CED has a staff of 15 professionals and 35 support people. Most of the 200 trustees are board chairmen and presidents of major corporations or universities. It receives contributions from 3,000 companies, foundations, and individuals. 1977 budget was over $2,300,000.

PROGRAM: The committee, a nonpartisan group of businessmen and scholars, conducts research and formulates policy recommendations on major economic issues in four primary areas: (1) national economic policy, (2) education and urban development, (3) international economics, and (4) corporate and government management improvement. Policy statements are prepared under the direction of subcommittees of trustees and issued by the Research and Policy Committee. Policy forums are held for local businessmen, government and civic leaders, and educators to discuss, research, and recommend economic policy, usually in conjunction with the issuance of a major report. Digests, discussion guides, reports, and other materials are made available to educational institutions and for textbook use. A film about "Inflation" and a sound filmstrip on "Jobs for the Hard-to-Employ" are available. CED annually distributes 300,000 economic educational publications to business leaders, government officials, educators, and the public. CED publications are adapted for text or supplementary use in more than 1,000 college courses.

COMMENT: Through its studies and reports, CED seeks to contribute to full employment, higher living standards, and increased opportunities for all; to promote economic growth and stability; and to strengthen the concepts and institutions essential to progress in a free society. CED provides a forum for the exchange of ideas and the development of policy on many of the controversial issues of the times. Its reports reflect the best thinking of the business world and infuse a responsible perspective into public dialogue.

THE CONFERENCE BOARD, INC. (CB)
845 Third Avenue, New York, New York 10022
(212) 759-0900
Kenneth A. Randall, President

OBJECTIVE: The board, through the development and dissemination of objective information, seeks to improve the quality and effectiveness of business leadership in serving its various publics and to create broader understanding of business and economic activity.

ORGANIZATION: The independent, nonprofit, business and economic research educational institution was founded in 1916. Staff: 350. 1978 budget: approximately $15 million. Its membership includes more than 4,000 worldwide associates: companies, trade associations, educational institutions, government bureaus, libraries, labor unions, colleges, and universities. Divisions: Conferences, Information Service, Research in Economics, International, Management, and Public Affairs.

PROGRAM: The principal activities of the board are: (1) to conduct scientific research in the fields of business economics, business management, international developments, and public affairs; (2) to make the results of such research available to firms, educational institutions, government agencies, and the general public; (3) to conduct conferences, seminars, and courses (approximately 150 annually) on matters affecting business and management for business executives and government officials; and (4) to provide information services for its members and the news media.

The board makes some publications available to secondary schools, colleges, universities, and the clergy without cost or at minimum cost. Road Maps of Industry, published twice a month on a wide variety of economic subjects of general interest, is suitable for educational purposes in secondary schools. The board does not sponsor programs on economic education.

Its reports, produced primarily for its membership, have a wide readership in academic, government, and business circles. Publications include: CURRENT ECONOMIC TRENDS, quarterly; WORLD BUSINESS PERSPECTIVES; STATISTICAL BULLETIN, monthly; BUSINESS OUTLOOK; and a monthly magazine, ACROSS THE BOARD.

COMMENT: The board is a fact-finding institution that publishes studies based on research into business management experience and socio/economic developments. ACROSS THE BOARD is a fine publication reviewing economic subjects and a wide range of contemporary public policy issues.

CONTEMPORARY ECONOMICS AND BUSINESS ASSOCIATION (CEBA)
George Mason University, 4400 University Drive, Fairfax, Virginia 22030
(703) 323-2344
William P. Snavely, President

OBJECTIVE: The association's objective is to increase the understanding and appreciation of the merits of capitalism among teachers and their students, political leaders, and the general public.

ORGANIZATION: The nonprofit association was founded in 1977. Staff: five professionals, one support. 1978 budget: $160,000. Funded by industry and foundations.

PROGRAM: The association will publish the AMERICAN JOURNAL OF ECONOMIC AND BUSINESS, quarterly, and sponsor informative meetings and conferences for academicians, business people, and others who deal sympathetically with the free enterprise system and its problems.

THE INSTITUTE FOR APPLIED ECONOMICS (IAE)
633 Third Avenue, New York, New York 10017
(212) 551-7352
Holmes Brown, President

OBJECTIVE: The institute's purpose is to establish among opinion leaders a better understanding of the U.S. economic system and the role of business in a free society.

ORGANIZATION: The nonprofit private foundation, founded in 1977, is funded by the Continental Group, Inc., and other corporations and foundations. Changed name from The Continental Institute for Economics Research, Inc., in 1979.

PROGRAM: The institute has developed economic education programs in which university educators and business executives conduct dialog with opinion leaders. Currently, 60 universities and 200 corporations in 25 states sponsor or participate in the programs. The major portion of instruction is provided by some 500 corporate executives who donate their time.

Accredited courses, forums, and symposiums have been conducted for the following:

Teachers and Community Leaders: Executives participating in the teacher courses often meet separately with groups of community leaders to discuss current problems. High school teachers attend graduate credit courses of 10 to 15 sessions in duration with corporate executives providing instruction and discussion on contemporary economic subjects.

Government Officials: A special graduate course is conducted at American University by executive officers of leading companies for legislative assistants and regulatory agency staffs. A similar state legislative officials program for use in state capitols has been developed.

Journalists: Business executives, editors, and working journalists have shared methods to improve the quality of business news and economics reporting at the Universities of Missouri and Georgia.

Government Administrators: A graduate credit course for judicial administrators, public safety, and other municipal agencies at John Jay College, New York City, is designed to demonstrate how business expertise can benefit local government management.

Ambassadors: Key foreign ambassadors discuss mutual international problems and solutions with chief executives of U.S. multinational companies at George Washington University.

Clergy: Annual seminars, at Princeton Theological Seminary, develop an understanding of business.

COUNCIL OF BETTER BUSINESS BUREAUS, INC. (CBBB)
1150 17th Street, N.W., Washington, D.C. 20036
(202) 862-1200
William H. Tankersley, President

OBJECTIVE: The council is a public-service agency "devoted to the protection of the consuming public, and the vitality of the free enterprise system through fostering high standards of business responsibility and performance." The council strives to "be a national spokesman for business and in the consumer field, and strengthen consumer education programs."

ORGANIZATION: Created through a merger of the National Better Business Bureau and the Association of Better Business Bureaus in 1970, the CBBB has a membership of 150 affiliated bureaus, operated autonomously, throughout the country. It is supported by 125,000 business and professional firms in all fields.

PROGRAM: The council's educational and information activities are primarily consumer-oriented, using a public service mass media network. Publications and TV/radio messages stress the basic theme of "getting your money's worth through wise purchasing practices." The council distributes one million consumer pamphlets each year on the 50 subjects of consumer interest. NEWS AND VIEWS is published quarterly.

Helen O'Rourke, director of the council's Philanthropic Advisory Service, collects, evaluates, and disseminates information in the pamphlet "Give, But Give Wisely," which lists more than 400 organizations receiving support from business and foundations.

COUNCIL ON CORPORATE/COLLEGE COMMUNICATIONS (CC/CC)
Suite 700, 1 DuPont Circle, Washington, D.C. 20036
(202) 293-7070
Thomas W. Kelly, Coordinator

OBJECTIVE: The council provides a forum for discussion and joint problem solving that lead to better understanding and long-term cooperative relationships between the business and college or university participants.

ORGANIZATION: The nonprofit center was founded in 1976. It is sponsored by the American Association of State Colleges and Universities and participating corporations.

PROGRAM: The center acts as a catalyst to find, evaluate, and help a variety of programs involving business and colleges and universities. The center initiates management/faculty forums by interested business and college or university members, through sponsorship of small group meetings of mid-level managers and faculty. The series of meetings identify institutional and community problems of mutual concern and recommend approaches to the problems.

Case histories and a manual for planning and operating a Management/ Faculty Forum are available to members of the American Association of State Colleges and Universities, as well as reports on other successful college/business projects. These include (a) a student-managed program for informed discussions with executives on current business issues; (b) business person-in-residence; (c) an undergraduate course in Understanding American Business; (d) a business resource directory for educators; and (e) mini-internships in business for students.

THE DIEBOLD INSTITUTE FOR PUBLIC POLICY STUDIES, INC. (DIPPS)
430 Park Avenue, New York, N.Y. 10022
(212) 755-0400
Nancy Conarroe, Director-Information Services

OBJECTIVE: The institute focuses on the institutional and structural mechanisms needed to preserve the vitality of private enterprise and enhance its contribution to public life.

ORGANIZATION: The nonprofit foundation, established in 1968, is funded by corporations and foundations.

PROGRAM: Institute programs include research and public policy issue studies on various subjects of technological and industrial advances in which current issues are considered in the context of the market system. It sponsors a seminar and lecture series. Other programs include:

Seminar series that brings together senior professionals from business, government, and academia to discuss policy issues of mutual interest.

Research Interchange with over 100 research and academic institutions providing a quarterly review of ongoing research in public-private interaction.

Publications about private sector involvement interaction in public service delivery.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)
1908 Association Drive, Reston, Virginia 22091
(703) 860-5000
Linda Kyles, Publications Director

OBJECTIVE: DECA's purpose is to develop education in marketing and distribution and to promote understanding and appreciation for reponsible citizenship in our free, competitive, enterprise system.

ORGANIZATION: Founded: 1946. Staff: seven professionals and 11 support people. Nonprofit, nonpolitical, and nonsectarian. 182,000 junior and senior high school and junior college student members interested in distributive educational studies participate through the program's 6,000 local school chapters. 1978 budget: $1.2 million. Funded by membership dues and contributions from others.

PROGRAM: Distributive education clubs are school and student centered. DECA instruction and activity emphasizes a youth program of leadership, citizenship, personal development, and career orientation for students enrolled in distributive education. Distributive education is a program of instruction which teaches marketing, merchandising and management, and related subjects. DECA assists members in the exchange of ideas, materials, and accomplishments. DECA is composed of five divisions: high school, junior college, collegiate, alumni, and professional. Publications include a newsletter, DECA REPORTER, nine/year, and THE DECA DISTRIBUTOR, quarterly.

The American Vocational Association and the National Association of Distributive Education Teachers, both located at 1510 H Street, Northwest, Washington, D.C., (202) 737-3722, are among the several groups assisting DECA.

ECON-ED FOUNDATION (EEF)
Post Office Box 76, 8155 University Avenue, LaMesa, California 92041
(714) 464-4151
Gordon L. Austin, Executive Director

PURPOSE: The foundation's purpose is to achieve better understanding of the free enterprise economic system and its importance to a free society.

ORGANIZATION: The nonprofit, 501(c)(3) foundation, founded in 1976 and serving the greater San Diego area, has a staff of three. Members: 300. 1977 budget approximately $46,000. It is supported by corporations, foundations, and individuals.

PROGRAM: The foundation conducts field trips and economic seminars for high school students. It sponsors a six-week course in economics, "Economics in Everyday Language," for use within the high school social science curriculum. Areas included in the course are: Comparative Economic Systems, American Economic History, and Practical & Personal Economics.

THE ECONOMIC EDUCATION FOUNDATION FOR CLERGY (EEFC)
Suite 601, Solar Building, 1000 16th Street, N.W., Washington, D.C. 20036
(202) 638-1186
Alan R. Ettman, Executive Director

OBJECTIVE: "The foundation presents a factual and comprehensive analysis of the American economic system to clergy of all faiths."

ORGANIZATION: The national 501(c)(3) nonprofit and charitable foundation was founded in 1957 as the Clergy Economic Education Foundation. Staff: three professionals and one support. State groups: 37. The foundation's board consists of representatives of agriculture, labor, business, and education. 1979 budget: over $240,000. The foundation is funded by major companies, trade associations, labor unions, agricultural organizations, and foundations.

PROGRAM: The basic program is a three- or four-day conference on economic education, co-sponsored with a college or university or an existing state council on economic education. Selected academic economists present the topics. Talks are followed by response from attending representatives of labor, business, and agriculture who discuss a wide variety of economic principles and timely issues. Sessions are open to questions from the clergy.

Since its inception, more than 21,000 priests, rabbis, and ministers have participated in foundation seminars. The initial workshop in an area is organized and financed by the foundation. Subsequently, affiliated state and local groups are organized to fund and sponsor future programs. Publishes newsletter FACTS.

COMMENT: The foundation is implementing a plan to add new state conferences, increase the clergy attending existing state conferences, and initiate economic programs for the seminary students.

The Economic Education Foundation for Clergy has developed a program, being implemented through the cooperation of the Chicago Cluster of Theological Schools, to teach economic principles to seminary students. The program's objectives provide a clear understanding of the economic system, communicate basic economic principles and information on current issues, and generate change in the clergy's level of economic understanding.

ECONOMIC LITERACY PROJECT (ELP)
California State University, Fullerton, California 92634
(714) 870-2248
Robert J. Highsmith, Project Director

OBJECTIVE: The purpose of the ELP is to coordinate, encourage, and improve both the quality and quantity of economics taught to all residents of California.

ORGANIZATION: Founded in 1976, the nonprofit, nonpolitical project is supported by nonpartisan community members and the State Department of Education, in addition to corporations and foundations. The project operates in conjunction with the Centers for Economic Education located at the 19 California State Universities and Colleges which are affiliated with the California Council for Economic Education. 1978 budget: $267,000. Supported by corporations, foundations, and the State of California.

PROGRAM: The project encourages the development of economic education programs for use in grades K-12. It develops college-level economic courses for future teachers, and special courses for specialized publics such as employees and adults. It also sponsors undergraduate career-oriented economics courses. It provides training, pilot programs, and curriculum improvements for Centers for Economic Education. Publishes ELP IN ACTION, three per year.

EDUCATIONAL RESEARCH COUNCIL OF AMERICA (ERC)
Rockefeller Building, 614 Superior Avenue West, Cleveland, Ohio 44113
(216) 696-8222
George H. Baird, Executive Director

OBJECTIVE: The council seeks to improve education so that every individual can realize his own inherent worth and be able to contribute humanistically, socially, and functionally to the betterment of mankind.

ORGANIZATION: The council, founded in 1959, is an independent, nonprofit, research and development center for elementary and secondary education. The council consists of a full-time professional and technical staff, including research and development specialists in subject matter and pedagogy; a corps of scholars serving as consultants; a board of trustees consisting of civic and business leaders; and participating school districts consisting of pupils, parents, teachers, administrators, and school board members. 1978 budget approximately 1.7 million. Funded primarily by foundations and business organizations.

PROGRAM: The council is involved in structuring a balanced curriculum with breadth in all major learning areas. Its Social Studies program involves the development of texts and teacher guides for grades 1 through 12, which incorporate economics as an integral part of the curriculum. Participating school districts in several states serve as functional laboratories for program development. The council has worked with 10,000 teachers and 250,000 students to test educational materials. Curriculum materials are sold to schools. Publications include CAREER EDUCATION (K-6) and SOCIAL SCIENCE (K-8).

COMMENT: According to the council, it provides leadership for the educational community in finding the solutions to problems of education; to identify the needs of learners; to develop learning experiences; to help schools develop and maintain an effective learning environment; to develop and maintain an organization exemplifying the best principles and practices of professional management.

EDUCATIONAL RESOURCES ASSOCIATION (ERA)
83 East Main Street, Newark, Delaware 19711
(302) 731-2425
D. M. Hill, Director

OBJECTIVE: ERA was formed to increase student understanding of the community and business environment and to provide exposure to career opportunities.

ORGANIZATION: Founded in 1975, with a staff of three professional and two support people, the nonprofit public service association is sponsored by Delaware school districts and business organizations.

PROGRAM: The association serves as a clearinghouse, provides teacher training, and supplemental curriculum activities for career education programs serving Delaware schools. The program recruits volunteers from business and industry to provide community resources for teachers in grades K-12 and secures and arranges career activities. Publishes newsletter, ERA UPDATE.

ETHICS AND PUBLIC POLICY CENTER (EPPC)
Georgetown University, 1211 Connecticut Ave., N.W., Washington, D.C. 20036
(202) 857-0595
Ernest W. Lefever, Director

OBJECTIVE: The center seeks to create a greater public understanding of public issues, including the positive contribution of American business to freedom of choice and human welfare.

ORGANIZATION: The nonprofit educational center, founded in 1976, has a staff of four professional and three support people. It is supported by foundations, corporations, and individuals.

PROGRAM: Research, writing, publication, and conferences are designed to provide information and stimulate debate on major domestic and foreign policy problems. The authors of the publications affirm basic Western values and attempt to combine moral reasoning with empirical analysis.

Church and Society Project: Examines pronouncements on public issues by various denominations and national and world church councils to ascertain their policy relevance and fidelity to their religious traditions.

School and Society Project: Examines social science and other textbooks to determine how well they present core Western values.

Business and Society Project: Examines the problems and achievements of domestic and multinational corporations, with reference to the ideological assault on business.

Publications: Both the original monographs and reprinted articles focus on the American institutions which transmit and interpret basic Western values and political ideas. They are addressed to leaders in religious, political, academic, and economic life both in the United States and abroad.

COMMENT: The center takes no position on specific political or economic issues, but selects authors who affirm the validity of individual freedom, limited government, justice, the rule of law, and respect for private property.

ETHICS RESOURCE CENTER (ERC)
1730 Rhode Island Avenue, N.W., Washington, D.C. 20036
(202) 223-3411
Ivan Hill, President

OBJECTIVE: The objective of the center is to strengthen the ethics of our society in order to earn a higher measure of economic freedom.

ORGANIZATION: The nonprofit, nonsectarian, nonpartisan educational center was established in 1977 by American Viewpoint, Inc. Staff: four. Supported by business, foundations, and individuals. No government funding.

PROGRAM: Programs and plans include:

1. Ethics Reference Library.
2. Values Education in Schools and Colleges program with an Advisor Council on Teaching Materials for Ethics and Values, a teacher's bibliography for all educational levels, and writer-teacher seminars.
3. Ecumenical social ethics programs for religious groups.
4. Communications campaign for local communities consisting of radio and television public service announcements with newspaper adaptions.
5. Professional standards and trade association program developing ethics code materials for self-regulation through business, labor, and professional associations.

American Viewpoint, Inc. founded in 1922 as a nonprofit 501(c)(3) educational corporation, carries on research in ethical citizenship essential to personal liberty in an open society. One of its basic missions is publishing. A comprehensive work is, "The Ethical Basis of Economic Freedom."

FISCAL POLICY COUNCIL, INC. (FPC)
100 East 17th Street, Riviera Beach, Florida 33404
(305) 845-6065
Joseph S. Dolan, Executive Director

OBJECTIVE: The council is dedicated to the study, research, and analysis of national economic policy with emphasis on the federal corporate tax structure and its impact on society and the economy.

ORGANIZATION: The council is the successor to the National Dividend Foundation, Inc., founded in 1969. FPC is a nonprofit 501(c)(3), private, education and research organization with a staff of five. It is supported by individuals, corporations, associations, and foundations.

PROGRAM: A principle research project is the National Dividend Plan, a proposal designed to promote national fiscal responsibility, individual incentives, and free enterprise by integrating and restructuring the federal corporate tax system to encourage participation in, understanding of, and support for a competitive private economy and fiscal responsibility in government.

The council also researches and analyzes federal tax laws, the welfare of society, and the role of government in society. It sponsors or participates in forums, economic seminars, and on radio and television talk shows. It sponsors an awards program for excellence in economic news broadcasting.

The council publishes public interest studies and analysis on issues relating to public policy, human incentives, government finance, economics, and politics. Publications, films, and cassettes are distributed to the public. It publishes EPIC, a bimonthly newsletter.

THE FISHER INSTITUTE (FI)
12810 Hillcrest Road, Dallas, Texas 75230
(214) 233-1041
Sherrill E. Edwards, President

OBJECTIVE: The institute is in business to influence the opinion makers to accept free market system solutions as their policy.

ORGANIZATION: The Texas based, independent, nonprofit educational organization, founded in 1977, has a staff of eight professionals and one support person. 1978 budget: approximately $390,000. Supported by sponsored seminars, the sale of publications, and business, foundations, and individuals. 501(c)(3).

PROGRAM: The institute sponsors research and publication of intellectual cases for free market solutions to economic problems. Books are published both for the educated public and for use in the classroom. It proposes to extend its work in the use of radio, television, forums, seminars, and lectures.

FOUNDATION FOR AMERICAN COMMUNICATIONS (FACS)
Suite 305, 20121 Ventura Boulevard, Woodland Hills, California 91364
(213) 999-6772
John E. Cox, President

OBJECTIVE: The foundation's objective is to improve the public's understanding of public affairs through the news media.

ORGANIZATION: FACS is a nonpartisan, nonpolitical, nonprofit, public interest institute founded in 1976. 1979 budget is $400,000. FACS is supported by news media, foundations, individuals, and corporations.

PROGRAM: Foundation programs help corporate executives, community leaders, and academic researchers understand the news process and assist them to better communicate with the public through the news media. The foundation seeks to improve journalists' understanding of business, economics, and public issues and to help them in the economic evaluation of those issues.

FACS programs consist of: 1) Conferences for journalists, business executives, and academicians. 2) News Media Counseling for other nonprofit groups interested in gaining greater exposure of their research and activities. 3) Film Production of educational films dealing with the news media and its relationship to business. 4) Publishes RADIO-TV EDITORIAL JOURNAL, six per year.

COMMENT: The foundation is not an economic research organization.

THE FOUNDATION FOR ECONOMIC EDUCATION, INC. (FEE)
30 South Broadway, Irvington-On-Hudson, New York 10533
(914) 591-7230
Leonard E. Read, President

OBJECTIVE: The foundation's objective is "to explain the alternatives to intervention, and to study the concepts of the free market, private property, limited government, and the moral and spiritual principles on which the United States was founded." FEE is for the "study, exploration, and promotion of private ownership, free exchange, open competition, and limited government."

ORGANIZATION: The national, nonpolitical, nonprofit organization, founded in 1946, is funded by over 10,000 individuals, companies, and foundations. Staff: 35.

PROGRAM: The foundation's program emphasis is on "self-improvement," to get as many individuals as possible to join the search for "right principles," and develop the competence to write and speak about them. The foundation provides material to high school and college debate coaches, holds weekend seminars for college undergraduates, and week-long seminars during the summer for high school and college teachers. It conducts lectures on economics for those requesting speakers.

Publishes numerous low cost economic books and pamphlets. Their " A Literature of Freedom" publications catalogue is free. Over 50,000 people are on the mailing list. Publishes the monthly journal, THE FREEMAN, and NOTES FROM FEE, six per year.

COMMENT: THE FREEMAN and other FEE publications are among the more outstanding materials on economic education available to the general public. FEE is one of the major, consistent publishers of quality materials dealing with the free market, individual freedom, private property, and the need for limited government and minimum intervention in the marketplace.

THE FOUNDATION FOR FREE ENTERPRISE (FFFE)
Continental Plaza, 411 Hackensack Avenue, Hackensack, New Jersey 07601
(201) 487-4600
A. Lining Burnet, Executive Director

OBJECTIVE: The foundation advances and promotes a clearer understanding of the American private enterprise system.

ORGANIZATION: Founded 1975, with a staff of three, the nonprofit foundation, affiliated with the Chamber of Commerce and Industry of Northern New Jersey, is supported by business, foundations, and individuals. 1979 budget: approximately $70,000. 501(c)(3).

PROGRAM: Foundation programs for teachers, schools, colleges, and employee groups include: Understanding American Business, a 15-session seminar designed to introduce the market system to secondary school teachers; Business LAB: Learn About Business, a four-day workshop for outstanding high school students; Business/College Symposiums, held four times each year at various colleges and universities; and Outdoor Media Campaign, conducted every winter utilizing bulletin boards throughout northern New Jersey. Publishes newsletter, ECONOMIC EDUCATION.

FOUNDATION FOR OREGON RESEARCH AND EDUCATION (FORE)
217 Mohawk Building, 222 Southwest Morrison, Portland, Oregon 97204
(503) 226-1235
Wilson H. Hulley, Executive Director

OBJECTIVE: The foundation seeks to provide a bridge between business and education, and the research and educational information, to assist educators and business people.

ORGANIZATION: The nonprofit, 501(c)(3) state educational foundation, established in 1971, has a staff of four. 1978 contributions approximately $160,000. Funded by over 450 businesses, foundations, and individuals.

PROGRAM: The foundation works with other economic education organizations to provide summer institutes for teachers about the Role of Business in Society and the American economic system at various colleges and universities. It sponsors teacher seminars on the economic concerns of the community. It also sponsors Business/Education Roundtable sessions throughout Oregon.

FORE, with the assistance of assigned business executives, researches, studies, and publishes information about the public administration area, its productivity, opportunities for improvement, and make recommendations about the most effective use of funds by various tax-supported groups. Publishes the newsletter, SPECIAL REPORT.

FOUNDATION FOR RESEARCH IN ECONOMICS AND EDUCATION (FREE)
Suite 1625, 1100 Glendon Avenue, Los Angeles, California 90024
(213) 478-7735
Victor Tabbush, Vice President--Economic Education

OBJECTIVE: The foundation's educational goal is to impart knowledge to secondary school students about how the private enterprise economy functions.

ORGANIZATION: FREE is a tax-exempt, nonprofit educational corporation founded in 1970. 1978 budget approximately $600,000. The foundation's activities are supported by corporations and foundations.

PROGRAM: FREE supports a program of graduate fellowships, research grants, and projects and workshops. It is located at, but not affiliated with, the UCLA Economics department.

FREE has created a series of seven educational films, "The People of Market Street," designed to teach the principles of our competitive market system to secondary school and community college students. The seven films are Scarcity and Planning, Cost, Demand, Supply, Market Clearing Price, Wages and Production, and Property Rights and Pollution. Films are distributed by the Walt Disney Educational Media Company, 500 South Buena Vista Street, Burbank, California 91521.

A current project focusing on the communications media is "A Research Workshop in Economic Analysis: Information and the Media."

FREE supports the Pacific Academy for Advanced Studies, a nonprofit school offering specialized economics courses to high school teachers, antitrust lawyers, and journalists.

FOUNDATION FOR TEACHING ECONOMICS (FTE)
Suite 4600, 555 California Street, San Francisco, California 94104
(415) 421-6615
Charles A. Foster, Jr., President

OBJECTIVE: The foundation's objective is to improve economic literacy of students at the precollege level.

ORGANIZATION: The nonprofit, national foundation, organized in 1975, has a staff of three professionals and one support person. 1979 budget: $200,000. It is funded by corporations, foundations, and individuals.

PROGRAM: The foundation supports the creation of teaching materials for elementary and secondary students and teachers. It publishes a junior high school case studies textbook on the economics of production titled Our Economy; How It Works. It is considering the development of an audio-visual, stencil master, and wall chart system of economics materials for junior high school use.

FREE MARKET EDUCATION FOUNDATION (FMEF)
Suite 1000, One Allen Center, Houston, Texas 77022
(713) 654-0677
Rolland Storey, President

OBJECTIVE: The foundation promotes the ideals of individual responsibility and the sustenance of free markets.

ORGANIZATION: The nonprofit foundation, founded in 1976, has a staff of three. Budget for 1978: $78,000. Projected budget for 1979: $213,000. Supported by Houston area businesses and industry. 501 (c)(3).

PROGRAM: The foundation sponsors speakers at schools, universities, civic, and trade associations, cosponsors Free Enterprise Days for participating school districts, holds American Idea seminars for teachers, sponsors a student speech contest dealing with basic economic principles, and arranges for free enterprise discussions on radio and television. It serves as a clearinghouse for information about capitalism, free enterprise, and economics in related areas.

FREEDOMS FOUNDATION AT VALLEY FORGE (FFVF)
Valley Forge, Pennsylvania 19481
(215) 933-8825
Frank G. Lassner, Senior Vice President for Programs

OBJECTIVE: The foundation's objective is "to create a better understanding and appreciation of the basic principles of our American heritage and to contribute to the development of responsible citizenship."

ORGANIZATION: Founded in 1949, with a staff of 10 professionals and 25 support people, the national foundation is a nonpolitical, nonsectarian, nonprofit organization. Membership: 5,500 in 46 auxillary chapters. 1978 budget: approximately $1.0 million. Support is through contributions from foundations, individuals, and industry.

PROGRAM: The foundation presents awards to organizations, corporations, schools, teachers, and other individuals to draw public attention to constructive words and deeds which support the United States social, political, and economic system. The foundation suggests solutions to basic problems, contributes to responsible citizenship, and seeks to inspire love of country.

It conducts a series of three-week, graduate-credit, seminars for teachers and school administrators on the topic "Preservation of the Principles of Freedom" in cooperation with several major universities and colleges. It also conducts one-week accredited history workshops and various forums and conferences structured for youth and adult career groups.

The foundation provides Awards of Excellence in Private Enterprise Education for courses or projects developed by high school teachers or college faculty, and Awards for Economic Education for programs or projects relating to the American private enterprise system by individuals, organizations, or corporations.

Twenty-five categories of awards provide recognition in a broad spectrum of communication and action areas, including public addresses, sermons, youth, school and educational programs, films, magazine and newspaper, radio, and television.

COMMENTS: Although some of the foundation's activities provide recognition for programs devoted to economic understanding, it does not conduct a regularly scheduled economic program. The foundation gives awards to organizations and individuals strongly contributing to support the American way of life.

FUND FOR EDUCATION IN ECONOMICS (FEE)
1120 Connecticut Avenue, N.W., Washington, D.C. 20036
(202) 467-4928
Lois Krueger, Administrator-Education Policy & Development

OBJECTIVE: The fund's mission is to promote increased knowledge of the economy and increased skill in personal economics as they relate to commercial banking and the financial system.

ORGANIZATION: The nonprofit fund, established in 1925, was originally the Foundation for Education in Economics. Staff: two. A Board of Trustees, consisting of ten bankers administers the fund from trust account revenues and the sales of materials.

PROGRAM: Fund activities and materials about banks, banking services, and personal finance include: Supporting, promoting, and developing programs to involve bankers to assist in teaching students from elementary through college levels and to adults, providing information and classroom materials for educators, encouraging coordination of program efforts of other economic education organizations, and providing support to selected programs.

FUTURE BUSINESS LEADERS OF AMERICA-PHI BETA LAMBDA, INC. (FBLA-PBL)
Box 17417- Dulles, Washington, D.C. 20041
(Offices at: 1908 Association Drive, Reston, Virginia 22091)
(703) 860-3334
Edward D. Miller, President

OBJECTIVE: The purpose of FBLA-PBL is to "assist students in developing vocational competencies and leadership and to promote a sense of civic and personal responsibility."

ORGANIZATION: FBLA-PBL is a national, nonprofit 501(c)(3) student vocational education organization composed of two divisions--FBLA at the high school level and PBL at the junior college and university level, with chapters in all 50 states. It was founded in 1942 and has a staff of seven professionals and four support people. Most of the local chapters are under the supervision of a state chapter, and all work within the framework of the national organization. There are more than 5,500 chartered chapters with over 180,000 members. The 1978 budget was over $400,000. Funds are primarily secured from memberships and leadership conferences. The National Federation of Independent Business provides $7,500 in annual awards. Business, industry, and foundations also support various programs, activities, and awards.

PROGRAM: Local chapters of FBLA consist of high school students participating in business and office programs under the guideline of interested and involved business teachers. College level business students may belong to PBL chapters. Members of the business faculty serve as advisors. Committees composed of school officials, business persons, and other community representatives advise the local groups.

The organization fosters leadership abilities of high school and college students through conferences, competitive events in business law, economics, accounting, management, and public speaking.

The national office coordinates local and state chapters and offers assistance through its membership services. Publications include TOMORROW'S BUSINESS LEADER, a student magazine issued three times a year; HOTLINE, a newsletter issued four times a year; a chapter handbook; project packets; instructional guides; and brochures. The national office coordinates the annual National Leadership Conference and student awards program.

An ongoing program, known as "Project Awareness," instituted in 1976, involves all members and chapters in an economic education vehicle to make student members more aware of the strengths of the American economic system and to develop community programs promoting the free enterprise concept.

COMMENT: FBLA-PBL is a well-organized youth group that is effective in leadership training and in explaining business principles and the American economic system.

THE HERITAGE FOUNDATION (HF)
513 C Street, N.E., Washington, D.C. 20002
(202) 546-4400
Edwin J. Feulner, Jr., President

OBJECTIVE: Heritage is dedicated to the principles of free competitive enterprise, limited government, individual liberty, and a strong national defense.

ORGANIZATION: The foundation, founded in 1973, is a nonprofit 501(c)(3), nonpartisan public policy research and educational organization. It has a staff of 40. 1978 budget: $2.7 million. It is supported by 120,000 nationwide contributors, consisting of individuals, corporations, and foundations.

PROGRAM: The foundation provides research on public policy issues; produces fact sheets, analyses, and data for legislators, policy makers, local organizations, news analysts, and the public.

It publishes Issue Bulletins--focusing on timely specific policy issues, Backgrounders--featuring in-depth treatment of longer-range policy questions, Critical Issues--monographs analyzing current issues in detail, Institution Analysis--in-depth studies of other nonprofit public policy institutions, Policy Studies--in-depth analysis of major issues, Policy Review--a quarterly journal, Communique--a monthly newsletter, and Heritage Foundation Forum--a weekly news column distributed to 1,000 daily and weekly newspapers.

Resource Bank receives and disseminates information about the activities of over 200 cooperating organizations sharing common values and interests. It identifies upcoming policy issues, alerts interested organizations, and offers alternate policy positions, facts, and testimony.

Academic Bank coordinates activities and provides a forum for the views of conservative academicians on public policy issues.

Washington Semester Program is a one-semester course for college students with proven academic credentials designed to promote knowledge and understanding of Congress and the policy-making community.

Speakers Bureau provides speakers from Congress and the academic and business communities, and supports the Distinguished Scholar Lecture Series.

Communication Network secures speakers for colleges, civic and professional organizations, and sponsors Issue Conferences and a Washington Briefing Series.

COMMENT: Foundation research provides "quick-response" analyses of important current issues to help policy makers and the public to make informed, independent judgment and response.

HUGH O'BRIEN YOUTH FOUNDATION (HOBY)
10880 Wilshire Boulevard, 16th Floor, Los Angeles, California 90024
(213) 879-5252
Frank J. Castellano, Programs Consultant

OBJECTIVE: The foundation seeks to provide opportunities for high school sophomore leaders to secure a better understanding of the economic system which motivates productive activity in our society and an appreciation of our democratic process.

ORGANIZATION: The nonprofit foundation was organized in 1958. Staff: four. Annual budget approximately $325,000. Supported by corporations, foundations, and individuals.

PROGRAM: The Foundation's top event is an annual, week-long, international seminar for selected high school sophomore leaders.

The National Association of Secondary School Principals endorses the program to high schools throughout the country. All high school sophomores are eligible.

State leadership seminars are currently being held in 35 states prior to the national seminar. In some of these states, Jaycee chapters host and coordinate the seminars. When the 2½-day weekend state seminars are held, the state committee selects the state representative to attend the international seminar. The goal is to sponsor seminars in all states by 1982.

One student representative may be selected from each high school. Finalists are selected by independent judges on the basis of the student's leadership abilities as reviewed in their nomination forms. In 1979, 3,500 high schools participated.

Approximately 120 sophomores are selected as ambassadors to attend the international program, generally at least two students from each state. Prominent people in the professions, business, government, media, education, and science speak at the seminars. The seminar theme for 1980 is "America's Incentive System." Publication: biannual newsletter AMBASSADOR.

INDUSTRIAL INFORMATION INSTITUTE, INC. (IIII)
6219 Market Street, Youngstown, Ohio 44512
(216) 758-2339
Don E. Westenbarger, Director

OBJECTIVE: The institute provides citizens experiences and information to help correct misconceptions about the business system.

ORGANIZATION: Founded: 1947. Staff: two. 1977 budget approximately $50,000. The institute is supported by approximately 100 industrial and financial concerns.

PROGRAM: Through public, employee communication, and education, the institute's programs are designed to reach citizens in participating communities located in one Pennsylvania and three Ohio counties. Programs include: (1) Graduate Economic Workshops and Seminars for teachers; (2) Radio Series of 15-minute broadcasts for 30 weeks; (3) Profit Report--an annual survey of area industry; (4) Tours for Educators; (5) Audio-visual Library; (6) Filmstrip Tours of local business and industry; (7) Speaker Service for classrooms; (8) Student Economic Affairs Seminar for top high school social studies students; (9) Career Education Conferences assist in career education; (10) Primary and Secondary Economic Curriculum Guide and Instruction; (11) Ecology-Economics teacher's program; and (12) Tours for Clergy.

INDUSTRY-EDUCATION COUNCILS OF AMERICA (I-ECA)
Suite 1023, 235 Montgomery Street
San Francisco, California 94104
(415) 781-3282
Ivy Lee, Jr., Executive Director

OBJECTIVE: I-ECA seeks to provide coordination between industry and education in the areas of the world of work and the world of education.

ORGANIZATION: The nonprofit council was founded in 1970 by volunteer industry-oriented individuals and educators.

PROGRAM: The national council's goals include: (1) Establishing a national information clearinghouse and newsletter. (2) The formation of local, state, and regional groups to develop and coordinate programs at the local level. (3) The sponsorship of meetings and seminars to stimulate interchange of information on career education.

I-ECA is currently working with the Office of Education on a model demonstration Career Education Support project in Phoenix, Arizona, in collaboration with the Arizona council. About 50 business organizations supply resources, including career counseling, evening instruction, classroom speakers, tours, job observation, work experience, and a career training directory. Project cost is estimated at $500,000 in money and services provided.

INDUSTRY EDUCATION COUNCIL OF CALIFORNIA (IECC)
Suite 201, 1575 Old Bayshore Hwy., Burlingame, California 94010
(415) 697-4311
Henry D. Weiss, Executive Vice President

OBJECTIVE: The council seeks to improve school-to-work career activities through business, industry, and labor participation in education planning and evaluation.

ORGANIZATION: The nonprofit council was founded in 1973. Staff: Two professional and three support people. 1977 budget over $1,200,000. Funded by business, industry, labor, foundations, federal and state grants.

PROGRAM: Council programs include:

(1) Participation with business, industry, and labor in evaluation of secondary school operations.

(2) Assistance to improve business management practices of educational institutions.

(3) Assistance in developing vocational education in relation to future jobs and employer needs.

(4) Preparation of business, industry, and labor sponsored career and economic instruction materials for students. These materials are designed to show students how competence, work ethic, responsibility, and knowledge of our economic system will help them in their careers.

(5) Job matching for college students in cooperative education programs.

(6) Expanded business involvement in community based learning.

THE INSTITUTE FOR CONSTRUCTIVE CAPITALISM (IC^2)

Graduate School of Business, The University of Texas, Austin, Texas 78712
(512) 471-3145
Diane E. Downing, Director--Private Enterprise Education Program

OBJECTIVE: The institute's objective is "to improve our knowledge of the role and function of the private enterprise system in American society."

ORGANIZATION: The institute, established in 1977, is a research organization affiliated with the Graduate School of Business, The University of Texas at Austin. Staff: 28. Funded by individuals, business, and foundations.

PROGRAM: The institute conducts research and develops methods for conveying this research to the general public and the business community.

Institute studies are divided into four program areas: (1) Private Enterprise Education; (2) Dynamic Small Business and Entrepreneurship; (3) Cultural, Ethical, and Institutional Studies; and (4) Policy Issues and Analysis.

The Private Enterprise Education Program sponsors workshops and seminars for university and community groups in order to stimulate a closer examination of our economic system and such issues as corporate participation in the policy process.

It plans to develop materials and research tools for private enterprise education for use in public school and community education.

The institute publishes a number of special studies and monographs and the newsletter IC^2:UPDATE.

INSTITUTE FOR CONTEMPORARY STUDIES (ICS)
260 California Street, San Francisco, California 94111
(415) 398-3010
Nina V. Zemo, Director of Production

OBJECTIVE: The institute works to encourage informed discussions of public policy.

ORGANIZATION: The California based, nonprofit institute, was founded in 1972. Staff: five professionals and three support people. 1978 budget approximately $800,000. Funded by public and private groups.

PROGRAM: The institute develops and publishes public policy studies for distribution to leaders in government, the media, and universities. It conducts seminars and sells copies of project publications to individuals, groups, and colleges. The institute sponsors a Public Affairs Fellowship program.

The institute is free market oriented, but also deals with other economic issues.

It cosponsored production of an economic education film series with the Foundation for Research in Economics and Education. The seven films, for junior and senior high school students, are available through Walt Disney Educational Media, and include teacher guides and student workbooks.

INSTITUTE FOR ECONOMIC AWARENESS (IEA)
2291 Irving Hill Dr., Campus West, The Univ. of Kansas, Lawrence, KA 66045
(913) 864-3123
Emerson L. Hazlett, Director

OBJECTIVE: The institute's purpose is to increase the economic literacy of college students and the general population.

ORGANIZATION: The nonprofit institute founded in 1978, has a staff of two. 1978 budget: $200,000. From 1977 through 1979 funding is by the university. Beginning in 1980 funding will come from business, foundations, and other outside sources.

PROGRAM: The institute conducts conferences and seminars on economics for faculty, pre-service and in-service teachers, college instructors, etc. It develops curriculum materials with economic content for grades K-12. The institute sponsors speakers, conferences, and seminars for business media, labor, and government organizations.

INSTITUTE FOR ECONOMIC AND BUSINESS RESEARCH (IEBR)
2291 Irving Hill Dr., Campus West, The Univ. of Kansas, Lawrence, KA 60045
(913) 864-3123
Darwin Daicoff, Director

OBJECTIVE: The institute's purpose is to provide objective research in business and economics.

ORGANIZATION: The nonprofit research organization, founded in 1976, has a staff of three professionals and seven support people. It is supported by the university and through contracted services.

PROGRAM: The institute provides research for business and government. It holds economic outlook conferences, develops economic reports for organizations, and publishes KANSAS BUSINESS REVIEW.

THE INSTITUTE FOR FREE ENTERPRISE EDUCATION (IFEE)
2721 Leameadow Drive, Plano, Texas 75075
(214) 424-5888
Tom Rose, Executive Director

OBJECTIVE: The purpose of the institute is to foster a better understanding of the free enterprise system and its moral and spiritual foundations.

ORGANIZATION: The nonprofit institute was founded in 1974. Staff: 2. It is supported by individuals, business, and foundations.

PROGRAM: The institute publishes and markets textbooks, workbooks, pamphlets, audio-visual materials, cassette tapes, and other free market-oriented publications. It conducts lectures and seminars for teachers, business, and industry personnel.

Publishes UNDERSTANDING BUSINESS BULLETIN periodically. Other publications include: Free Enterprise Economics, Economics: Principles and Policy, How to Succeed in Business, and This American Republic.

INSTITUTE FOR HUMANE STUDIES, INC. (IHS)
1177 University Drive, Menlo Park, California 94025
(415) 323-2464
Louis M. Spadaro, President

OBJECTIVE: The institute's objective is to help re-establish the acceptance of the fundamental freedom philosophy in the academic community.

ORGANIZATION: IHS was founded in 1961 as a nonprofit independent center to promote basic research and advanced study across a broad spectrum of human sciences. 1978 budget for administered program activity: approximately $1.0 million. The institute is supported by individuals, corporations, and foundations, and by fees for requested services and publications.

PROGRAM: The institute undertakes research and consultation and provides fellowships. Programs include seminars, lectures, symposiums, conferences, and a variety of publications in the fields of law and political theory, economics, social philosophy, history, and education.

COMMENT: The institute, through leadership training of young scholars in principles of responsible liberty, private property, and freedom of enterprise, seeks to reawaken an interest in the traditional libertarian perspective. Educational materials are directed to thought leaders, not the general public.

INSTITUTE FOR PUBLIC AFFAIRS RESEARCH, INC. (IPAR)
Suite 710, 516 Southeast Morrison Street
Portland, Oregon 97214
(503) 233-6582
Andrew E. Jacobs, Jr., Executive Director

OBJECTIVE: IPAR was founded to develop a closer relationship between the community and the schools and to help students better understand the economic and governmental processes of their community.

ORGANIZATION: Founded in 1969, IPAR is a nonprofit, nonpartisan, public organization. Staff: Three professionals and four support people. 1978-79 budget: $125,000. Supported by 200 community businesses and foundations, and through grants.

PROGRAM: IPAR's program is designed to develop community resources for use by teachers, in their classroom work, from first grade through college. It identifies, organizes, and schedules through a centralized resource center, the community people and facilities needed for educator's requirements. It provides orientation and training for community volunteers who can effectively communicate with students, provide input, and participate in classroom activities. Speakers may discuss general current topics or specific materials requested in conjunction with class studies.

IPAR secures and schedules resources from over 5,000 area firms and agencies who supply resource people to provide educational support for the teachers instructing the 105,000 area students.

The institute recruits business, agriculture, labor, and government resource people from all segments of the community to supplement teacher input. Resources for teachers may include speakers, audio-visual and printed matter, field trips, on-site explanations about careers, industries, or businesses.

IPAR provides in-service training for teachers on economics, personal finance, consumer education, law and justice, government, etc. Publishes the bimonthly NEWS FOR TEACHERS.

COMMENT: IPAR's major goal is not exclusively economic education. However, a major goal is to create an atmosphere of understanding between the schools and the business and industrial community. Originally initiated in the greater Portland area, the program is available for implementation in other communities.

INSTITUTE FOR THE STUDY OF CIVIC VALUES (ISCV)
401 North Broad Street, Philadelphia, Pennsylvania 19108
(215) 922-8960
Edward Schwartz, President

OBJECTIVE: The institute examines how principles of justice affect consideration of public policy.

ORGANIZATION: Staff: Six. The Pennsylvania-based institute coordinates the Alliance for Citizen Education. Supported by business, foundations, and individuals.

PROGRAM: The institute provides a clearinghouse for information about citizen education, disseminates information about new projects in the field, sponsors conferences, and other programs to allow different citizen groups to discuss common issues and problems, sponsors programs in neighborhood and worker education, public policy research on issues of urban neighborhoods.

The institute hopes to make people aware of the wide range of citizen education programs that are available in the U.S. reflecting diverse perspectives on issues of justice and democratic participation in every field.

The Alliance for Citizen Education sponsors meetings with labor, church, neighborhood, and youth leadership on the crisis of adult citizen education.

A number of publications on civic idealism and citizenship, curricular materials and texts, and neighborhood reports analysis are available. Publishes: newsletter BUILDING COMMUNITY NEIGHBORHOOD and CITIZEN EDUCATION BULLETIN.

INTERCOLLEGIATE STUDIES INSTITUTE (ISI)
14 South Bryn Mawr Avenue, Bryn Mawr, Pennsylvania 19010
(215) 525-7510
E. Victor Millone, President

OBJECTIVE: The institute seeks to provide the academic community the conservative perspective in the intellectual disciplines and to develop an understanding of the ideas of individual liberty, limited government, free enterprise, personal responsibility, and objective morality.

ORGANIZATION: Founded in 1953, the institute has a staff of seven, with 700 associated student discussion groups, and campus representatives and faculty associates at 500 colleges and universities. The institute is a nonprofit, nonpartisan, educational foundation directed primarily to its college student and faculty members. The 1979 budget is $1,000,000 contributed by businesses, foundations, and individuals.

PROGRAM: The institute's primary programs, directed to college students, professors, and secondary teachers, include:

(1) a series of summer seminars and institutes which examine issues of continuing importance to the preservation of a free society;

(2) The Role of Business in Society program, for secondary teachers, which discusses the free market system and its relationship to a free society;

(3) a Lecture Bureau;

(4) fellowships for graduate students who intend to teach;

(5) fifty video and audio cassette lectures on the American economic system; and

(6) publications include: THE ACADEMIC REVIEWER, THE POLITICAL SCIENCE REVIEWER, annual; ISI CAMPUS REPORT; THE EXCHANGE, and MODERN AGE, four per year; and THE INTERCOLLEGIATE REVIEW, quarterly, distributed to 13,000 college professors and 27,000 students.

THE INTERNATIONAL ASSOCIATION OF STUDENTS IN ECONOMICS AND BUSINESS MANAGEMENT
Association Internationale des Etudiants en Sciences
Economiques et Commerciales (AIESEC-US)
622 Third Avenue, New York, New York 10017
(212) 687-1905
Kent A. Klopfenstein, Director of Public Relations

OBJECTIVE: The association promotes friendly relations between members through student exchange and information on topics of mutual interest.

ORGANIZATION: The nonprofit 501(c)(3) membership corporation, founded in 1957, has approximately 1,200 members located at 67 college and university chapters in the U.S. Staff: six. 1978 budget: $250,000. Funded by corporate contributions, and fees from participating firms and students. No government funding.

PROGRAM: The international student-managed organization seeks to identify and train, through international exchange of internships offering practical management experiences, a select group of economics and business students with leadership potential. It sponsors seminars, conferences, study tours, and trainee programs in business and industry. As part of AIESEC-International, AIESEC-US administers:

(1) The Intern Exchange Program, a bilateral exchange of student trainees at member colleges and universities, in cooperation with the other 54 AIESEC member countries. Students join and work for their local chapter to earn an overseas trainee position. The trainee is placed in a 2 to 18-month position with a foreign firm where the student is exposed to the decision-making process. Training may include a summer school program of lectures and on-the-job training.

(2) The Leadership Development Program enables students from developing countries to learn new management techniques through internships in the U.S.

(3) Local Student/Business Programs are sponsored throughout the academic year for members to increase interaction between business people and college and university members.

(4) Business Seminars and Panel Discussions focus on an issue of concern to participants and draw from the student, academic, and business sectors.

(5) Career Planning Meetings allow business representatives to present their companies and industries to American students on campus and to meet potential employees.

(6) The Seminar Study and Training Program in selected U.S. cities combines weekly discussions with the Intern Exchange.

(7) The Extension and Consolidation Program sponsors exchange students from developing and developed countries who learn the best managerial techniques to operate the AIESEC program.

(8) Publications include LINKLETTER, quarterly, and THE CHRONICLE, six per year.

INTERNATIONAL CENTER FOR ECONOMIC POLICY STUDIES (ICEPS)
20 West 40th Street, New York, New York 10018
(212) 354-4144
Jeffrey Bell, Executive Director

OBJECTIVE: The center's objective is to conduct research in all fields related to economics.

ORGANIZATION: The nonprofit, nonpartisan, educational, public policy research organization, founded in 1977, has a staff of two professional and five support people. 1979 budget: $350,000. Supported by business, foundations, and individuals. 501(c)(3).

PROGRAM: The center sponsors and publishes books and pamphlets of scientific studies in a variety of public policy areas, prepared by university-based economists, or specialists in the subject areas concerned. Publications are aimed for distribution to university professors and students as textbooks, and to the educated layman or policy-maker. The center also sponsors or participates in conferences, lectures, broadcast interviews, and debates.

INTERNATIONAL INSTITUTE FOR ECONOMIC RESEARCH (IIER)
Westwood Center, Suite 1625, 1100 Glendon Avenue, Los Angeles, CA 90024
(213) 478-7735
William R. Allen, President

OBJECTIVE: The institute promotes effective applications of elemental economic analysis to problems and issues with public policy implications.

ORGANIZATION: The nonprofit 501(c)(3) research and educational organization, founded in 1975, has a staff of four. 1979 budget: $125,000. Supported by corporations and foundations.

PROGRAM: A publication program, of original and reprint materials, is designed to provide substantive analyses to strategically placed people who are not specialists in economics. Publications are sent to some 4,000 business executives and professionals, 1,500 members of the media, over 300 academics all members of Congress, and 800 congressional aids.

The institute sponsors a nationally syndicated, weekly, radio series of economic commentary broadcast over 100 stations. Conferences are sponsored for specialists and the general public.

COMMENT: IIER does not compete with professional economic journals. It focuses on the analysis of general topics by applying established economic theory to public policy in easily understood language.

INVEST-IN-AMERICA NATIONAL COUNCIL, INC. (IANC)
Suite 906, 906 Architects Bldg., 117 South 17th Street, Philadelphia, PA 19103
(215) 568-7311
Louis G. Milione, Executive Vice-President

OBJECTIVE: The council "works to develop a broader and deeper understanding of the free market-oriented American economic system."

ORGANIZATION: The nonprofit 501(c)(3) educational organization, founded in 1949, has a staff of six. The organization has a board of governors, largely from the financial sector, an advisory board of business representatives, and an advisory committee on economic education representing both educators and business people. 1978 budget: Over $500,000. Funding is from business, industry, foundations, and individuals.

PROGRAM: Council programs, based on learning by becoming involved, are addressed to youth, educators, and employees. The council conducts school and college programs to help students and educators better understand the role of saving and investments in the American economy.

It sponsors a 16-week course for public school teachers and graduate courses for teachers at Pitt, Villanova, and Duquesne University and summer teacher's training institutes at 31 other colleges. Approximately 50 colleges are now continuing with the financial economics summer program originally started by the council. Annual grants are made to colleges and universities for Institutes on the American Economy.

The council uses in-service credit programs, workshops, seminars, institutes, and scholarships for teacher education. Elementary, secondary school, and college teaching materials on economic subjects are provided, as well as films, recordings, and speakers. Teacher publications include "Teaching Economic Competence in the Elementary Schools," "Your Stake in Profits," and "Answers to Your Everyday Money Questions." Tours of business and civic organizations are arranged for students. The council sponsors the annual "Invest-In-America-Week." A prospectus outlining the philosophy and activities of IANC is available. It publishes the quarterly NEWS.

COMMENT: The council stresses the positive values of the American enterprise system and presents capitalism as a personal system in which everyone plays a part. The council aims to achieve a better understanding of the role of savings, profits, and investments in the continued growth and vitality of the free enterprise economy. It believes in quality, not quantity.

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INVEST IN AMERICA NORTHERN CALIFORNIA COUNCIL, INC. (IANCC)
Suite 1023, 235 Montgomery St.
San Francisco, California 94104
(415) 781-3282
Ivy Lee, Jr., Coordinator

OBJECTIVE: The council emphasizes the role of savings and business profits invested in our economy and the need to develop a better understanding of economics and our business system.

ORGANIZATION: Founded as an independent, nonprofit organization in 1973. Staff: Two. The council works with 200 participating high schools in northern California and western Nevada. 1977 budget approximately $70,000. Over 500 business, industrial, educational, civic, and government organizations participate in or finance the nonprofit council.

PROGRAM: Each year, a Schools Advisory Committee selects an economic subject theme for the school's youth programs designed to stimulate economic discussion in the classroom. These programs involve: (1) written economic discussion, (2) journalism articles published in school newspapers, and (3) oratorical programs carried out in cooperation with Junior Achievement organizations and the California High School Speech Association. A fourth student project involves press conferences for editors of high school newspapers with business and civic leaders.

Consumer economics forums are held for teachers in cooperation with school systems, universities, and business organizations.

JOINT COUNCIL ON ECONOMIC EDUCATION (JCEE)
1212 Avenue of Americas, New York, New York 10036
(212) 582-5150
Michael A. MacDowell, President

OBJECTIVE: The mission of the Joint Council is "to reduce economic illiteracy by improving the quality and increasing the quantity of economics taught in schools and colleges, by training teachers using effective educational materials." The JCEE attempts to work from within the school system through curriculum change rather than unilaterally from the outside.

The Council's guiding principle states: "Every citizen's ability to recognize and objectively analyze economic issues is essential to his own welfare and to national progress." It takes the position that special interests, partisan theories, and group politics have no place in the Council's objectives or programs.

ORGANIZATION: The Joint Council on Economic Education is an independent, nonprofit, nonpartisan, national educational organization, incorporated in 1949 to encourage, improve, coordinate, and service the economic education movement. Its national network consists of five regional and 49 state Affiliated Councils and more than 190 collegiate Centers for Economic Education. The Joint Council, with continued participation of educators, economists, business, industry, labor, and farm representatives provides leadership as a stimulating and coordinating agency in economic education. Among the organizations affiliated with the JCEE are 11 professional educational associations including: the American Economic Association, the National Association of Secondary School Principals, the Council of Chief State School Officers, and the Association for Supervision and Curriculum Development. The JCEE maintains cooperative status with 33 national organizations representing major interests in economic education.

The JCEE's national staff of 12 economists and educators provide organization, counseling, and guidance to regional and state Affiliated Councils with the assistance of ten support people. The Joint Council coordinates and acts as a clearinghouse for Council projects and exchanges information about the materials used and results of state programs developed by the various Affiliated Councils and university Centers for Economic Education.

The Council's annual budget is approximately $750,000 with support coming from major business and industrial corporations, foundations, labor unions, and trade associations, and farm groups. In addition, special grants are secured for several specific projects each year.

PROGRAMS: The primary emphasis of JCEE is on elementary and secondary teacher economic education with emphasis on curricula development and revision designed to infuse economic education into schools. Activity is carried on at the college level on a more limited scale focusing on undergraduate introductory courses in economics and through the Teacher Training Project (TTP).

A. Affiliated Councils Division program consists of five regional and 49 state Affiliated Councils on Economic Education, which reflects the national Council's jointness in its overall structure. Affiliated Councils, locally controlled and administered, draw on business, educators, labor, and

other community representatives for membership and local financial support. Each Affiliated Council works with the state department of education, school systems, colleges, and others in its area to develop programs based on local needs and abilities. They serve to focus the attention of school system administrators and school boards on the need to develop curricula to include essential economic concepts, understandings, and terminology. The Affiliated Council acts as an economic education information and resource center for all cooperating and participating groups. JCEE initiates curriculum development, testing, and research, which is often delegated to various Affiliated Councils for implementation and evaluation. This includes experiments with new economic courses and ways to prepare teachers and students, including testing new methods in practical school stiuations. Some of the Affiliated Council's work on special projects is supplemented by business and foundation grants. The JCEE also conducts Awards programs for the Teaching of Economics and the integration of economics into social sciences.

B. College and University Division programs are carried on at the 172 economic education centers which:

1. Sponsors the Teacher Training Program (TTP) designed to improve the teaching ability and teacher preparation of graduate students in economics, and in-service college level economic instruction programs for professional teachers are also conducted.

2. Provide consultant help for schools, educational agencies, and community organizations.

3. Conduct research, evaluation, validity testing, and curriculum development in economic education.

4. Maintain resource libraries and develop and distribute economic education materials such as publications, games, and simulations, teaching, and audio-visual aids.

Centers initiate improvement of college introductory economic courses to encourage greater student interest in economics.

JCEE and state Councils, in cooperation with affiliated college and university centers, sponsor and provide leaders and speakers for conferences, summer workshops for elementary and high school teachers, teacher's instruction seminars, leadership training, and year around training and consultation. Centers are affiliated with state councils and are funded by state councils and by the universities where they are located.

C. School Services Division includes some of the following programs:

1. The DEEP Cooperating Schools Program (CSP) provides school systems with a process for implementing curriculum change. It is an outgrowth of the earlier Developmental Economic Education program. The program's goal is to establish acceptable levels of student economic understanding. The basic program includes:

a. Contractual agreements between individual school systems and the state council. Emphasizes to school personnel about the importance of economic literacy in the education of students to be responsible citizens, to encourage curriculum development, and to implement economic education in the schools.

b. Establishes means to help educators teach economic concepts and understandings through in-service training and curriculum development activities.

c. Develops resources for economic education for use in the local school system from kindergarten through grade 12.

This is done by revising local school curricula to include economic instruction within existing classroom programs of study. The DEEP program is currently being conducted in some 440 cooperating school systems, in 42 states, with an enrollment of nearly ten million students.

2. In some schools, the World of Work Economic Education (WOWEE) program for career education and basic economic understanding is being used and evaluated. The program is implemented and administered through a Affiliated Council with the assistance of a college center working with the cooperating school. Often local community groups provide funds and resources

3. "Trade-Offs," a series of fifteen 20-minute TV/film economic education programs for nine-to-thirteen year olds, was developed under the auspices of the Agency for Instructional Television, and is available for schools throughout the country. A Teacher's Guide, Workshop Leader's Handbook, and Community Action kit are available.

D. In addition to these three major divisions, the Joint Council is also active in the following areas:

* Teacher-Pupil Materials which includes curriculum, research and development and evaluation of teaching materials, including publications, audio-visuals, and other teaching aids from various sources, and recommends those most appropriate for classroom use. More than 1,500 research studies have been conducted in instructional materials and methods. Conference leaders and speakers are provided for workshops and seminars, and consulting services to educators.

* Information and Publications Division publishes and distributes materials on economics for teachers and librarians. Provides updated teacher-pupil instruction and resource materials, teaching guides, and bibliographies. Publications include: the semi-annual JOURNAL OF ECONOMIC EDUCATION for those interested in research and the improvement of economics teaching; PROGRESS IN ECONOMIC EDUCATION, 4/year; SCHOOL SERVICES CURRICULUM PERSPECTIVES, and COLLEGE AND UNIVERSITY NEWSLETTER, both semi-annual.

* Other economic education programs include: Community College program, Citizenship Training, Consumer Education, Citizen's Economic Workshop, Clergy Conferences, and Workshops for Journalists. Information is provided on Business Education and Education-Business days, High School and College Town Hall programs, etc.

COMMENT: The Business Roundtable recommends the Joint Council on Economic Education to its member companies as follows: "The Council, a nonprofit organization, supported by the business, education, and labor communities is the organization best equipped in its field to reach the objectives we share. The Joint Council appears to be the one national organization which has received widespread recognition for its activities in attempting to improve and increase economic teaching in the schools."

The Joint Council is also similarly recommended by the United States Chamber of Commerce, and AFL-CIO who state, "The Council is the only significant national force for the promotion of economic education and improvement of its quality."

There are admitted differences in effectiveness among programs conducted by the various state Affiliated Councils, which depend on local financing and initiative, especially from the business community. Active personal participation on the part of local council members is regarded as an essential ingredient for success in working with school systems.

In view of the apparent success of its experimental programs, the future potential of more adequately funded efforts should be considered. One such program, according to the American Institute for Reseach in the Behavioral Sciences, is JCEE's DEEP program, which received the Institute's designation as an "exemplary educational program with potential future impact." This was one of 20 programs out of 1,000 educational programs of all types studied, and the only economics program so designated. Economic teaching is required in grades K-12, either through legislation or directive in Alabama, Delaware, Florida, Illinois, Kentucky, Louisiana, Mississippi, North Carolina, New Hampshire, Oklahoma, Oregon, Texas, and Utah.

Under the American system of mass education, teachers are in a strategic position to influence the thinking of most future citizens in the United States. Many organizations try to influence teachers on the subject of economics by publishing propaganda materials, which may circulate widely. This constitutes, in effect, an outsider trying to influence the profession, and is likely to result at times in alienation of the very audience which the organization is trying to influence.

The Joint Council's method of educating teachers and the resulting multiplier effect, endeavors to work from within, adapting its methodology to accepted education mores. It has thus succeeded in becoming widely acceptable within educational circles.

AFFILIATED ORGANIZATIONS: American Association of Colleges for Teacher Education, American Association of Collegiate Schools of Business, American Association of Community and Junior Colleges, American Association of School Administrators, American Economic Association and Affiliates, Association for Supervision and Curriculum Development, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Business Education Association, and National Council for the Social Studies.

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Affiliated Councils and Centers

ALABAMA		
Alabama Council on Economic Education	Executive Director Dr. Thomas D. Moore (205) 348-4767	Department of Economics University of Alabama School of Commerce and Business Adm'n. P.O. Box Drawer J **University**, Alabama 35486
Center for Economic Education	Director Dr. Thomas D. Moore (205) 348-4767	Address same as above
Center for Economic Education	Er. Lester H. Hollans (205) 870-2931	Samford University 800 Lakeshore Drive **Birmingham**, Alabama 35209
Center for Economic Education	Director Dr. A.K. Barakeh (205) 460-6101	Chairman Department of Economics University of South Alabama 307 Gaillard Drive **Mobile**, Alabama 36688
ALASKA		
Alaska Council on Economic Education	Executive Director Dr. W.G. Phillips (907) 479-7251	Dean's Office University of Alaska School of Management **Fairbanks**, Alaska 99701
Center for Economic Education	Director Ms. Monica E. Thomas (907) 479-7119	Department of Economics School of Management University of Alaska **Fairbanks**, Alaska 99701
ARIZONA		
Arizona Council on Economic Education	Executive Director Dr. Gerald J. Swanson (602) 626-4221	Department of Economics College of Business and Public Administration The University of Arizona **Tucson**, Arizona 85721
ARKANSAS		
Arkansas State Council on Economic Education	Executive Director Dr. Bessie B. Moore Executive Director, Designate Mr. Philip E. Powell (501) 371-2061	State of Arkansas Department of Education Education Building, Room 104 **Little Rock**, Arkansas 72201
M.H. Russell Center for Economic Education	Director Ms. Betty Jones (501) 246-6511	Henderson State College **Arkadelphia**, Arkansas 71923
Center for Economic Education	Director Dr. Thomas R. McKinnon (501) 575-2855	University of Arkansas 118 Business Administration Building **Fayetteville**, Arkansas 72701
CALIFORNIA		
California Council on Economic Education	Executive Director Mr. Larry Little (714) 773-3197	Department of Economics California State University, Fullerton **Fullerton**, California 92634
Center for Economic Education	Director Professor Robert Jabs (213) 969-3434	Department of Business Administration Azuza Pacific College **Azuza**, California 91702
Center for Economic Education	Director Dr. John W. Ashley (415) 881-3140	School of Business and Economics California State University, Hayward **Hayward**, California 94542
Center for Economic Education	Acting Director Dr. John Lafky (714) 773-2248	California State University, Fullerton 800 N. State College Boulevard **Fullerton**, California 92634
Center for Economic Education	Director Dr. Richard Bilas (805) 833-2354	Department of Economics California State College, Bakersfield 9001 Stockdale Highway **Bakersfield**, California 93309
Center for Economic Education	Director Dr. Bob R. Kiffleson (707) 826-3347	Department of Economics Humboldt State University **Arcata**, California 95521
Center for Economic Education	Director Dr. Marilyn Kourilsky (213) 825-8383	Graduate School of Education University of California, Los Angeles 405 Hilgard Avenue **Los Angeles**, California 90024
Center for Economic Education	Director Dr. Turley Mings (408) 277-3285	San Jose State University 125 South Seventh Street **San Jose**, California 95192
Center for Economic Education	Director Dr. Norman L. Ellenberg (213) 224-3746	California State University, Los Angeles 5151 State University Drive **Los Angeles**, California 90032
Center for Economic Education	Director Dr. Don R. Leet (209) 487-1116	Department of Economics California State University, Fresno **Fresno**, California 93740
Center for Economic Education	Director Dr. Milton S. Baum (916) 454-6838	Department of Economics California State University, Sacramento **Sacramento**, California 95819
Center for Economic Education	Director Dr. S. Craig Justice (714) 987-1737	Department of Economics Chaffey College 5885 Haven Avenue **Alta Loma**, California 91701
Center for Economic Education	Director Miss Nancy Z. Spillman (213) 746-0800	Department of Economics Los Angeles Trade-Tech College 400 W. Washington Blvd. **Los Angeles**, California 90015
Center for Economic Education	Director Dr. I. Lee Skov (213) 498-5087	California State University, Long Beach **Long Beach**, California 90840
Center for Economic Education	Co-Directors Dr. Daniel R. Blake Dr. Lester F. Saft (213) 885-2462	California State University, Northridge Economics Department **Northridge**, California 91330
Center for Economic Education	Director Dr. Elmer Clawson (209) 946-2558	School of Education University of the Pacific **Stockton**, California 95211
Center for Economic Education	Director Mr. Jim Charkins (714) 887-7201	San Bernardino State College 5500 State College Parkway **San Bernardino**, California 92407
COLORADO		
Colorado Council on Economic Education	Executive Director Mrs. LaKay Schmidt (303) 492-6465	Business 154, Campus Box 416 University of Colorado **Boulder**, Colorado 80309
Center for Economic Education	Director Prof. R. Michael Brown (303) 629-3217, 18 629-3037	Department of Economics Metropolitan State College Aurania Campus 1006 11th Street, Box 31 **Denver**, Colorado 80204
Center for Economic Education	Director Prof. A. Paul Ballantyne (303) 598-3737 Ext. 322	College of Letters, Arts and Sciences University of Colorado **Colorado Springs**, Colorado 80907
CONNECTICUT		
Connecticut Joint Council on Economic Education	Executive Director Dr. Edward L. Hamblin (203) 486-2327	U-55 University of Connecticut **Storrs**, Connecticut 06268
Center for Economic Education	Director Dr. Edward L. Hamblin (203) 486-2327	Address same as above
Center for Economic Education	Co-Directors Ms. Elizabeth Van Arman Dr. Walter Ryba (203) 397-4474 or 397-4226	Southern Connecticut State College 501 Crescent Street **New Haven**, Connecticut 06515
Center for Economic Education	Director Dr. Ronald R. Daigle (203) 827-7626	Marcus White Hall — Room 117 Department of Economics Central Connecticut State College **New Britain**, Connecticut 06050
DELAWARE		
Delaware Council on Economic Education	President Dr. Laszlo Zsoldos (302) 738-2559	Department of Economics University of Delaware 408 Purnell Hall **Newark**, Delaware 19711
Center for Economic Education	Director Dr. James B. O'Neill (302) 738-2559	416 Purnell Hall University of Delaware **Newark**, Delaware 19711
FLORIDA		
Florida Council on Economic Education	Executive Director Dr. Stanley J. [illegible] (813) 962-0434	P.O. Box 17785 **Tampa**, Florida 33682
Center for Economic Education	Director Dr. Barbara H. Tuckman (904) 644-1414	Department of Economics Florida State University 212 Westcott **Tallahassee**, Florida 32306
Center for Economic Education	Director Dr. Fred Carr (904) 744-3950	JU Box 383 Jacksonville University **Jacksonville**, Florida 32211
Center for Economic Education	Director Dr. Hartley Mellish (813) 974-2175	College of Business Administration University of South Florida **Tampa**, Florida 33620
Center for Economic Education	Director Dr. Milton Redman (305) 395-5100	Division of Continuing Education Florida Atlantic University **Boca Raton**, Florida 33432
Center for Economic Education	Director Ms. Janet Miller (904) 476-9500	Department for Economic and Marketing Education University of West Florida **Pensacola**, Florida 32504
Center for Economic Education	Director Dr. Robert E. Hicks (305) 275-2465	College of Business Administration University of Central Florida P.O. Box 25000 **Orlando**, Florida 32816
Center for Economic Education	Director Dr. Frederick O. Goddard (904) 392-0972	University of Florida 110 Matherly Hall **Gainesville**, Florida 32611
Center for Economic Education	Director Dr. Joseph M. Perry (904) 646-2470	University of North Florida St. John's Bluff Road P.O. Box 17074 **Jacksonville**, Florida 32216

GEORGIA		
Georgia Council on Economic Education	Executive Director Dr. Francis Rushing (404) 658-3280	Suite 940 30 Pryor Street **Atlanta**, Georgia 30303
Center for Economic Education	Director Dr. John F. Pearce (404) 864-3391	North Georgia College **Dahlonega**, Georgia 30533
Center for Economic Education	Director Dr. Francis W. Rushing (404) 658-3284	Department of Economics Georgia State University **Atlanta**, Georgia 30303
Center for Economic Education	Director Dr. Douglas A. Nettleton (912) 681-5161	Department of Economics Landrum Box 8144 Georgia Southern College **Statesboro**, Georgia 30458
Center for Economic Education	Director Dr. Richard D. Guynn (404) 834-1340	Social Science Building West Georgia College **Carrollton**, Georgia 30118
Center for Economic Education	Director Prof. William L. Whatley (404) 733-0211	Department of Business Administration and Economics Augusta College **Augusta**, Georgia 30904
Center for Economic Education	Director Dr. Ouida W. Dickey (404) 232-5374	Associate Academic Dean Berry College **Mount Berry**, Georgia 30149
Center for Economic Education	Director Dr. Norman J. Wood (404) 542-1311	Department of Economics University of Georgia **Athens**, Georgia 30602
Center for Economic Education	Director Dr. J. B. McCollum (404) 368-2044 or 251-2044	Columbus College **Columbus**, Georgia 31907
HAWAII		
Hawaii Joint Council on Economic Education	Executive Director Mr. Stephen Jackstadt (808) 948-7009	2424 Maile Way Porteus Hall, Room 540 University of Hawaii **Honolulu**, Hawaii 96822
Center for Economic Education	Director Mr. Stephen Jackstadt (808) 948-7009	Address same as above
IDAHO		
Idaho Council on Economic Education	Executive Director Dr. Gerald F. Draayer (208) 385-1193	Boise State University 1910 University Drive **Boise**, Idaho 83725
Center for Economic Education	Director Dr. Gerald F. Draayer (208) 385-1193	Address same as above
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JOINT COUNCIL ON ECONOMIC EDUCATION

1212 AVENUE OF THE AMERICAS / NEW YORK, NEW YORK 10036

JUNIOR ACHIEVEMENT, INC. (JA)
550 Summer Street, Stamford, Connecticut 06901
(202) 359-2970
Richard Maxwell, President

OBJECTIVE: Junior Achievement guides young people in practical business experiences, provides management skills, develops leadership, demonstrates sound economic and business principles, and helps evaluate careers.

ORGANIZATION: Founded in 1919, JA has a staff of 31 professional and 34 support people, with five regional offices assisting 246 autonomous, franchised operations which conduct programs in all 50 states. 1978 budget: over $2.5 million. The nonprofit JA is funded by corporate contributions. About 90,000 firms participate with contributions and volunteer involvement in programs serving the 300,000 young participants.

PROGRAM: Junior Achievement, for high school students, is a nationwide educational program that teaches students the principles of the private enterprise system by helping them run their own miniature business. Members form companies, sell stock, elect officers, buy raw materials, and produce a product. Under the guidance of adult volunteer advisors, members use their two-hour weekly company meetings for manufacturing, marketing, and bookkeeping. The program provides members practical business experience and knowledge of applied economics. In 1978 200,000 members operated 8,000 mini-companies.

Applied Management, for college students, is a program of practical and theoretical business and economic educational activities. Many business majors receive college credit for their participation as JA advisers. Six hundred college students participate at 32 colleges.

Project Business, for junior high school students, is a flexible economic education program which fits into existing school curricula. The one-semester program operates through a business person working with a teacher one class period each week. Topics include: Economics, The American Economy, Money and Banking, The Market System, Financial Statements, Choosing a Career, and Consumerism. A class discussion, led by the business consultant, field trips to various businesses, and career exploration activities support each topic. About 66,000 students in 75 cities participate in this program.

Economic Awareness, for the general public, consists of programs of practical assistance designed to make business and economic education information available to students, teachers, and young working people who are not connected with JA. Sixteen thousand students and adults are enrolled in the program in 28 cities.

Job Education, for inner-city students, provides part-time jobs for students unable to find summer employment. Workers earn the minimum wage, elect officers, and make company rules. The program, now in 23 cities, demonstrates the practical application of business training and instruction and prepares participants for the business world.

Publication: ACHIEVER 5 per year.

LAW IN AMERICAN SOCIETY FOUNDATION (LASF)
69 West Washington Street, Chicago, Illinois 60602
(312) 630-4409
Perry L. Fuller, President

OBJECTIVE: The foundation provides a network of educational projects in law-focused education.

ORGANIZATION: The foundation, founded in 1965, is supported by grants from corporations and the government, and by the sale of published materials.

PROGRAM: The foundation has established a nationwide network of school, college, university, and correctional institution projects in law-focused education. It provides administrative and limited financial support to such projects, in addition to resource and evaluation services during their pilot phase.

The foundation offers summer teacher training institutes at both introductory and advanced levels which include instruction in law-focused substance and methodology.

The foundation has produced a number of curriculum materials for sale to schools through commercial publishers, including: Trailmarks of Liberty (4-12) a series focusing on constitutional concepts; Justice in America (7-12) a six volume series on issues such as urban problems, welfare, housing, criminal law, consumer law, and the juvenile court system; and Foundations of Justice (1-6) and In Search of Justice (7-12), both law-focused multi-media materials for students.

LAW AND ECONOMICS CENTER (LEC)
School of Law, University of Miami, P.O. Box 248000, Coral Gables, Florida 33124
(305) 284-6174
Henry G. Manne, Director

OBJECTIVE: The center was established to further the development of law and economics as integrated disciplines.

ORGANIZATION: The nonprofit center was established in 1974 as an integral part of the University of Miami. Staff: 26. 1979 budget approximately $1.5 million. The independently funded center is supported by the university, corporations, foundations, and individuals.

PROGRAM: LEC has a three-year graduate program in law for economists, conducts two and three-week teaching institutes in market economics for law professors, federal judges, and government legislative, regulatory, and administrative personnel, administers interdisciplinary seminars in law and economics, and sponsors research.

In 1976, LEC produced a series of 20 half-hour TV programs, "America: The Super Market." The center publishes legal and economic analysis on policy questions and the newsletter LEXECON.

COMMENT: The center's activities are designed to focus attention on those aspects of education and scholarship needed for maximum individual freedom under a rule of law, and to strengthen the usefulness of economics in policy deliberation by relating economic scholarship to the substance and procedures of law.

LAW IN A FREE SOCIETY (LFS)
Suite 600, 606 Wilshire Boulevard, Santa Monica, California 90401
(213) 393-0523
Charles N. Quigley, Executive Director

OBJECTIVE: The project develops student materials designed to increase understanding of legal, political, and educational institutions of our constitutional democracy and the fundamental values, processes, and principles upon which they were founded.

ORGANIZATION: Founded: 1969. Staff: Nine professionals and six support people. The civic education project of the State Bar of California is conducted with the cooperation of the faculty of the University of California and other institutions of higher learning, school districts, and local bar associations.

PROGRAM: The project's K through 12 civic education program is based on eight concepts: authority, responsibility, privacy, justice, participation, property, diversity, and freedom. Teacher training and classroom materials are available for each concept.

The project also provides assistance for program development in the school, in-service teacher training programs and materials, consultant assistance, and organization of local, civic, law-related programs.

LINCOLN EDUCATIONAL FOUNDATION (LEF)
51 East 42nd Street, New York, New York 10017
(212) 697-2236
Donald L. Kemmerer, President

OBJECTIVE: "To encourage the study of business and industry's contribution to American growth and progress, creating here, under freedom, the world's most productive and most individually rewarding system."

ORGANIZATION: Founded in 1951, the nonprofit foundation has a membership of 400. A National Education-Industry Advisory Council of 100 includes business and education leaders. Funding is from individuals, corporations, and foundations.

PROGRAM: The Foundation's program encourages college courses in business history. Contact is maintained with 500 deans of graduate schools of business administration. The foundation has a large library of business history books. It assists and provides starter sets of business history books to colleges establishing business history courses. It offers three annual fellowships of business and economic history.

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS (LFCCPA)
Tufts University, Medford, Massachusetts 02155
(617) 628-5000
Francis H. Duehay, Executive Director

OBJECTIVE: The mission of the center is to develop and disseminate a body of knowledge concerning how citizens can most effectively and constructively participate in social and governmental institutions.

ORGANIZATION: The nonprofit educational institution, founded in 1948, has operated at Tufts University since 1954. Staff: five professionals and nine support people. The corporation governing the Lincoln Filene Center is the Civic Education Foundation. 1978 budget: $450,000. Supported by government, corporations, foundations, and individuals.

PROGRAM: The priority commitment of the center is to strengthen the field of citizen participation as a multidisciplinary area of inquiry and practice. Attention is given to citizen participation in the areas of environment, education, and health.

Programs include: (a) management of the university partnership program with Boston Public Schools; (b) New England Environmental Leadership Network; (c) publication of proceedings of the National Conference on Citizen Participation; (d) New England regional conferences for environmental leaders; (e) courses and workshops for citizens and teachers in economics, environment, and law.

THE LINCOLN INSTITUTE FOR RESEARCH AND EDUCATION (LIRE)
Suite 500, 1735 DeSales, N.W., Washington, D.C. 20036
(202) 347-0872
J. A. Parker, President

OBJECTIVE: The institute accentuates the many similar interests, aspirations, and hopes which tie all Americans together as citizens of one nation with one national destiny, and seeks resolution of minority problems within the framework of traditonal U.S. politics and economics.

ORGANIZATION: The institute is a national nonprofit 501(c)(3), nonpartisan, public policy research and education organization for concerned black Americans and ethnic minorities. It was founded in 1978 and has a staff of four professionals and two support people. 1979 budget: $150,000. Supported by business foundations, and individuals.

PROGRAMS: The institute's programs emphasize private enterprise views on public policy issues at all levels of government, and stress positive solutions to black American issues and problems. Current studies are being conducted on issues that affect black Americans, such as an analysis of large urban public school systems and a study of organized labor policies. Plans include sponsored and cosponsored seminars and conferences and a grants and scholarships program. Publishes the quarterly LINCOLN REVIEW.

MISSOURI CENTER FOR FREE ENTERPRISE (MCFE)
The Missouri Chamber of Commerce Education Foundation, Inc.
428 East Capitol Avenue, Jefferson City, Missouri 65101
(314) 634-2414
J. Delbert Wells, Manager-Education Programs

OBJECTIVE: The center is dedicated to preserving the freedom of the individual through a better understanding of the free enterprise concept in our economic system.

ORGANIZATION: The chamber's educational programs started in 1952. The educational foundation was organized in 1964. The center opened in 1977. Center staff: two professionals and one support. The nonprofit 501(c) (3) educational organization is supported by business, industry, foundations, and individuals. Over 750 chamber members supply business resources for various local programs.

PROGRAM: The center reaches Missouri leadership groups of business people, journalists, clergy, teachers, and students through workshops, seminars, forums, and conferences.

In conjunction with the foundation it sponsors the Missouri Freedom Forum for young people and the Heart of America Citizenship Forum for high school students. It conducts business study tours for teachers, half-day business education programs for Missouri high school classes, free enterprise forums, college/business study symposiums, a clergy economic education workshop, and teacher training seminars. An enterprise radio program is also sponsored.

THE NATIONAL ALLIANCE OF BUSINESS, INC. (NAB)
1730 K Street, N.W., Washington, D.C. 20006
(202) 457-0040
Fred R. Wentzel, Vice President--Youth Development

OBJECTIVE: NAB is a partnership of business, labor, government, and education working to secure jobs in the private sector for the economically disadvantaged, needy youth, veterans, and ex-offenders.

ORGANIZATION: The nonprofit NAB, founded in 1968, has a staff of 280, and numerous loaned executives, working in ten regional offices and 120 branch alliance offices in major metropolitan cities. 1977 budget: $1.2 million. Funded by business and industry, labor, and by grants from the U.S. Department of Labor. Leadership at regional and branch offices is provided by over 3,900 loaned executives from business and industry, labor, government, and education.

PROGRAM: NAB youth programs consist of five components:

Youth Motivation programs, directed to disadvantaged high school and college students, are conducted in 50 cities involving 385,000 students. Successful business representatives demonstrate to students the value of remaining in school to prepare for career goals of their choice.

Career Guidance Institutes, often sponsored by local chambers of commerce, colleges, or school systems, help educators achieve better career counseling and an understanding of local employment opportunities in order to prepare young people for productive careers. Approximately 50 NAB-funded educator institutes are held each year.

College Cluster (or College/Industry Relations) programs, involve industry and leading universities in a joint effort with minority and developing colleges to improve curricula, administration, and career guidance of undergraduates.

Vocational Exploration programs, provide career exposure and job opportunities for disadvantaged students. NAB and the AFL-CIO Human Resources Development Institute are the national sponsors. Local programs are run by businesses, labor organizations, nonprofit groups, and business associations.

Youth Employment programs, help local NAB metro offices conduct campaigns in private sector business and industry to develop unsubsidized summer jobs for economically disadvantaged youth.

NATIONAL ASSOCIATION FOR CAREER EDUCATION (NACE)
Office of Career Education, Glassboro State College, Glassboro, N.J. 08028
(609) 445-6211
George S. Lulos, Jr., President

OBJECTIVE: The association seeks to increase communication and cooperation among educators and the general public in support of career education.

ORGANIZATION: The nonprofit association, founded in 1974, has a membership of 1,000. Supported by members, business, and individuals.

PROGRAM: The association has consultant and referral service for members, which include academic and vocational program planning, funding, and evaluation for school administrators, business, labor, industry, military, government, and community representatives. Publishes the bimonthly newsletter, NEWS FROM NACE, and the CAREER EDUCATION QUARTERLY.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION (NAIEC)
235 Hendricks Boulevard, Buffalo, New York 14226
(716) 278-5760
Donald M. Clark, President

OBJECTIVE: The association's purpose is to promote increased levels of business, industry, education, government, and labor cooperation and to improve the quality of educational programs at all levels through the use of community resources.

ORGANIZATION: Originally established as the Business-Education-Industry section of the National Science Teachers Association, NAIEC became an independent organization in 1964. In 1972, it merged with the National Community Resources Workshop Association. Approximately 20 local Industry-Education Councils in six states are operational with 650 members from education, business, industry, government, labor, and the professions.

PROGRAM: The association's programs include: Industry-Education Councils, Community Resources Workshops, staff and curriculum development in career education and economic education, school-based job placement, career guidance, educational management, teacher-student materials, and work experience projects.

NAIEC presents annual awards for industry and education projects focusing on sponsored materials and their application in school programs. It has a film, "Community-Based Career Education Advisory Councils," describing council activities and services. It publishes: INDUSTRY-EDUCATION HANDBOOK, COMMUNITY RESOURCES WORKSHOP HANDBOOK, quarterly JOB PLACEMENT NEWSLETTER, periodic JOURNAL ON INDUSTRY-EDUCATION COOPERATION, bimonthly newsletter, and sponsored materials evaluation guide.

NATIONAL ASSOCIATION OF LIFE UNDERWRITERS (NALU)
1922 F Street, N.W., Washington, D.C. 20006
(202) 331-6000
John W. Galloway, Associate Director of Public Relations

OBJECTIVE: The association's objectives are to support and maintain the principles of life and health insurance; to promote high ethical standards; to inform the public and render community service. NALU has a continuing interest in consumer education in the area of family finance and money management.

ORGANIZATION: The association, founded in 1890, has a staff of 30 professionals and 65 support people. It consists of 137,000 agents, general agents, and management members who belong to 970 local life insurance associations.

PROGRAM: The association sponsors educational and public service programs. The Education Committee encourages state and local associations to sponsor adult classes in family finance and money management as part of its consumer education program and provides guidelines to members for this purpose. It encourages use of materials such as Family Financial Education for Adults, an 80-page comprehensive outline on organizational conduct of a 12-week course in family finance and money management.

NALU provides its education chairmen sample copies of impartial teaching aids about life and health insurance prepared by educator experts. Four school family finance units are available for home economics, social studies, business education, and mathematics classes. Each year thousands of copies of the teaching materials described in the American Council of Life Insurance Catalogue of Teaching Aids are distributed to high school teachers and students. A speaker's bureau is maintained by affiliate member, state, and local associations. Publications include: LIFE ASSOCIATION NEWS, monthly; and EDUCATION NEWSLETTER, bi-monthly.

NATIONAL ASSOCIATION OF MANUFACTURERS (NAM)
1776 F Street, Washington, D.C. 20006
(202) 331-3700
Lee Hamilton, Assistant Vice President

OBJECTIVE: One of NAM's stated purposes is "to help create understanding of how the American free competitive enterprise system works for the benefit of every individual and to support the principles that encourage individual freedom and develop sound programs for the advancement of economic well-being and social progress of the American people."

ORGANIZATION: Founded: 1895. Members: 12,500. Staff: 212. Eleven geographic regional offices with public affairs' representatives who work with member firms urging them to express their views on specific legislation. Affiliated with 385 state, trade, and industrial relations associations through the National Industrial Council.

PROGRAM: As a major industry association, NAM establishes official policy positions on national issues of importance to its members, and communicates these positions through a variety of programs. NAM places major importance on communicating to Congress, the executive branch, and regulatory agencies on specific issues which affect private enterprise. The association represents industry's views on national problems and issues.

While many of its communications have an economic content, the association does not conduct a concerted economic education program as such. It has, however, developed materials for use in schools and with adult audiences, making them available through regional offices, member firms, and direct mail requests. These include the "American Economy," a series of three units with four sound filmstrips comprising each unit. They were developed by NAM and are marketed by McGraw-Hill.

Various booklets and reprints by prominent authors are made available, including the updated Economic Facts booklet. Also, reports and bulletins on economic problems are published. Publications: ECONOMIC EDUCATION PROGRAMS AND RESOURCES DIRECTORY, ENTERPRISE, and SERVICE FOR COMPANY COMMUNICATORS, both monthly, and PERSPECTIVE, analysis of a public policy issue, eight per year.

NAM's FOUNDATION FOR ECONOMIC FREEDOM was incorporated in 1976. The foundation's objective is to create and implement programs to build better public understanding of the American economy and its benefits, and to develop greater support for preserving the private-enterprise system and strengthening its contributions to the nation.

Five program segments are underway: (1) Economic reporting workshops to be conducted at participating universities and colleges offering journalism training. (2) Development of a textbook on Reporting Business/Economic Affairs. (3) One-day "Editors Workshops on Business and Economic Issues" held in major cities. (4) "Washington Policy Workshops" two-day seminars for reporters on economic policy briefing and government interviews. (5) A center for Business and Ecomonic Reporting to be established at American University.

NATIONAL BUREAU OF ECONOMIC RESEARCH, INC. (NBER)
1050 Massachusetts Avenue, Cambridge, Massachusetts 02138
(617) 868-3900
Martin S. Feldstein, President

OBJECTIVE: The bureau's objective is "to investigate, research, and present to the public important economic facts and their interpretation in a scientific and impartial manner."

ORGANIZATION: The bureau was founded in 1920 as a private, nonprofit, and impartial research organization. Approximately 100 economists are engaged in analysis of the American economy. Offices are located in New York City; Cambridge, Ma.; and Palo Alto, Ca. The bureau is governed by a board of 50 directors representing industry, labor, finance, and academic organizations. The 1978 budget of approximately $4 million was used for research, conferences, publications, and related activities. Corporate support is over $500,000 annually.

PROGRAM: The bureau conducts research in economic growth and fluctuations, productivity, employment, price levels, national income, public finance, financial institutions, monetary economics, social security, international economics, human resources, social institutions, and labor economics. Results of bureau research are disseminated to policymakers in government and the private sector through books, journal articles, and conferences.

COMMENT: Bureau publications are generally for students at the graduate school level or above. Economic education materials are not supplied to students or teachers.

NATIONAL CENTER FOR BUSINESS ETHICS (NCBE)
Bentley College, Waltham, Massachusetts 02154
(617) 891-2240
W. Michael Hoffman, Director

OBJECTIVE: The center provides a nonpartisan forum for the exchange of ideas on business ethics as they relate to the activities of corporations, government, and the professions.

ORGANIZATION: Founded: 1976. Staff: two. Funded by endowments from corporations and foundations.

PROGRAM: The center sponsors an annual National Conference on Business Ethics, summer institutes for business executives, academicians, and others and postdoctoral fellows of the center. The center publishes the proceedings and highlights of its national conferences and selected bibliographies and course syllabi on business ethics.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION (NCRVE)
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
(614) 486-3655
Robert E. Taylor, Executive Director

OBJECTIVE: The center's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression.

ORGANIZATION: Founded in 1965, with a staff of 350, the university-based national center is funded by contracts and grants from federal and state agencies, school districts, foundations, and private industry. 1979 budget: $9 million. Approximately 45 per cent of the budget is from the U.S. Office of Education, 25 per cent from the National Institute of Education, 15 per cent from state grants, 10 per cent from business and industry, and 5 per cent from nonprofit institutions.

PROGRAM: The center is responsive to the issues and concerns of comprehensive, unbiased career planning and education encompassing attitudes, self-knowledge, decision making skills, general and occupational knowledge, specific vocational and occupational skills, adult and continuing education, vocational and technical education, and those involving arts and vocational rehabilitation for the handicapped. Center activities include:

Applied Research and Development focuses research on activities in vocational and technical education to make individual career planning and preparation more effective.

Leadership Development solves problems related to the development of personnel in diverse educational, business, industrial, union, governmental, and other agencies.

Information for Planning and Policy Development provides reports on the status of vocational education including research, curriculum developments, priorities, and employment opportunities.

Evaluation Services provides assistance to educational and social service agencies in designing, obtaining, and interpreting information required to improve services or products.

Clearinghouse provides vocational educators access to information and products for program improvement.

Dissemination and Utilization provides access to and assistance in the use of educational programs, products, and information and the development and operation of informational systems.

Post-Secondary Education is provided to technical institutes, community colleges, junior colleges, and other elements of the post-secondary community through research conferences, seminars, forums, and leadership training.

Special Projects develops technical, occupational, vocational, and career educational programs derived from local, private, state, and federal agencies.

NATIONAL CONSUMER FINANCE ASSOCIATION (NCFA)
1000 16th Street, N.W., Washington, D.C. 20036
(202) 638-1340
Richard L. Wilson, Director of Communications and Public Relations

OBJECTIVE: The association's purpose is to provide services that improve the effectiveness of finance and industrial banking companies in serving consumers in the U.S.

ORGANIZATION: NCFA, founded in 1916, has a staff of 10 professionals and 15 support people, with 54 state groups representing 926 corporate and 16,000 office member companies. Annual budget over $1 million.

PROGRAM: NCFA provides research and analytical information on economic and legislative matters; contacts legislators at federal and state levels; provides materials and training expertise through workshops, publications, and audio visual materials dealing with operations, employee relations, and public relations. Publications include FINANCE FACTS, a monthly newsletter, and two weekly newsletters, CREDIT WEEK and THE RECORD.

NATIONAL COORDINATING COUNCIL FOR CONSTRUCTIVE ACTION (NCCCA)
14625 East Bailey Street, Whittier, California 90605
(213) 698-0141
Frank A. Rogers, Chairman

OBJECTIVE: NCCCA works as a voluntary group toward preserving individual liberty, private property, the competitive enterprise system, and to promote the reestablishment of the U.S.A. as a free-enterprise republic.

ORGANIZATION: Members are community leaders from business, industry, education, religion, and the professions who coordinate the efforts of organizations and individuals working toward "true freedom."

PROGRAM: The council's functions are advisory, correlational, and informational. It develops and maintains a list of individuals and groups who promote individual liberty, responsibility, free enterprise, and limited constitutional government. The council conducts two-day seminars on free-enterprise topics.

COMMENT: The council does not seek publicity. It is not involved in any legislative or political action.

NATIONAL EDUCATION PROGRAM, INC. (NEP)
American Heritage Center, Harding College, Searcy, Arkansas 72143
(501) 268-2420
George S. Benson, President

OBJECTIVE: NEP's purpose "is to bring about a better public understanding of the American way of life for the continuation of the American system and individual freedom, and the economic opportunity it provides for all. It emphasizes the importance of our faith in God, the value of constitutional government, and freedom of opportunity under a private enterprise economy." Featuring a strong commitment to the American way of life and the free enterprise system, NEP combines a practical approach with economic exposition.

ORGANIZATION: NEP was launched in 1942 as a nonprofit division of Harding College, but was independently chartered in 1954. Staff: eight professional and four support people. 1978 budget approximately $250,000. Financing is provided through individual and company contributions.

PROGRAM: NEP personnel prepare weekly editorial columns for use by 1,500 newspapers, journals, and industrial employee publications; motion pictures, filmstrips, and cartoon motion pictures for television; and various school materials. Program elements include publication of leaflets and school study outline guides.

A new group of five economic mini-courses consisting of cassettes, teacher's manuals, and student workbooks can be purchased for classroom use. They consist of: (1) Declaration of Independence, (2) U.S. Constitution, (3) Private Enterprise, (4) The Function of Prices, and (5) Corporate Profits and You.

Sponsors Freedom Forums dealing with aspects of economic education for management personnel and annual youth forums in fourteen southern and midwestern states. Maintains speakers bureau and facilities for business, industrial, and educational conferences. Presents "Behind the News," a 15-minute weekly radio program over 120 stations located in 38 states. Publications: LISTEN AMERICANS, weekly; LOOKING AHEAD, weekly; and NATIONAL EDUCATIONAL PROGRAM LETTER, monthly, sent to 50,000 thought leaders.

COMMENT: At present the program appears to be most influential in the South, Southwest, and North Central areas.

NATIONAL FEDERATION OF INDEPENDENT BUSINESS (NFIB)
150 West 20th Avenue, San Mateo, California 94403
(415) 341-7441
Charles L. Heatherly, Director of Education

OBJECTIVE: The federation's purpose is to promote and protect our free enterprise system with equal rights for all.

ORGANIZATION: NFIB, a nonprofit organization, founded in 1943, has a membership of 550,000 independent business and professional people. Staff: 530.

PROGRAM: NFIB conducts research on small business issues and presents opinions of its members to state and national legislative bodies. It maintains a Washington legislative office as well as area directors and representatives for each state legislature.

NFIB's Education department has a filmstrip--cassette program with teacher's guide, "Enterprise," grades 4-9, produced by National Schools Committee for Economic Education, and placed in local schools by NFIB members.

NFIB supports the Future Business Leaders of America, Distributive Education Clubs of America, and Junior Achievement, Inc., and encourages its members to become involved in economic education and career education programs at the community level.

The NFIB MANDATE and the essays in the Public Policy Discussion Series are mailed to 22,000 social science and business educators and 7,500 Junior Achievement company presidents. Publications include: FORUM, a quarterly newsletter; QUARTERLY ECONOMIC REPORT FOR SMALL BUSINESS; and other special studies to faculty and research centers.

NATIONAL FOUNDATION FOR CONSUMER CREDIT (NFCC)
1819 H Street, N.W., Suite 510, Washington, D.C. 20006
(202) 223-2040
Robert E. Gibson, President

OBJECTIVE: The foundation seeks "to foster a better understanding of consumer credit through sound programs of education, research, and counseling."

ORGANIZATION: The nonprofit foundation, founded in 1942, has a staff of five. Sponsored by over 1,000 members consisting of manufacturers, wholesalers, retailers, banking and financial institutions, and insurance companies interested in consumer financing facilities. There are 200 consumer credit counseling service groups located in the U.S. Approximate budget for 1978 is $170,000. Income is secured primarily from dues, with additional funds from workshops, publications, meetings, and contributions.

PROGRAMS: The foundations' educational program provides "Using Our Credit Intelligently," a classroom teaching unit, and other pamphlets about consumer credit, to schools and colleges at cost. It sponsors high school teachers' workshops.

NFCC conducts economic research, analyzing the effect of consumer credit on families, communities, production of goods and services, jobs in industry, business cycles, and the national economy.

It publishes monographs, plans, and working suggestions for local counseling service organizations and sponsors state and national conferences on consumer credit. Publishes quarterly newsletter: MEMBER'S BULLETIN.

THE NATIONAL MANAGEMENT ASSOCIATION (NMA)
2210 Arbor Boulevard, Dayton, Ohio 45439
(513) 294-0421
Ronald E. Leigh, Executive Vice President

OBJECTIVE: The association is dedicated to develop and recognize management as a profession and to promote the free enterprise system.

ORGANIZATION: The association, founded in 1925, has a staff of 27, 230 chapters, and 55,000 members. Members come from supervisory and middle management of business and industry.

PROGRAM: The association prepares chapter programs on basic management, policy and practice, communications, human behavior, industrial relations, economics, political education, and liberal education. NMA member programs include: awards, career counseling, clinics, workshops, seminars, institutes, conferences, speakers service, film library, and community programs. NMA sponsors an aggressive American enterprise program through member chapters. Publishes MANAGE, six per year, and NMA NEWS, a bimonthly newsletter.

THE NATIONAL MANPOWER INSTITUTE (NMI)
Suite 301, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036
(202) 466-2450
Archie E. Lapointe, Executive Vice President

OBJECTIVE: The institute believes that full development of our human resources demands that education and work be treated as lifetime pursuits.

ORGANIZATION: The nonprofit 501(c)(3), nonpartisan, private policy development organization, founded in 1971, has a staff of 20 professionals and 10 support people. Business, labor, and education representatives work on various advisory councils and commissions for the institute. 1978 budget: $1 million. NMI is supported by corporations, foundation grants, and government contracts.

PROGRAM: The institute serves as an exchange for ideas and information; conducts research and surveys; and publishes reports, at cost, on critical issues regarding education and work. It is concerned with education and work relationships among youth, workers, older Americans, and minorities. To deal with these problems, it assists in the development of collaborative arrangements among key institutions at the local level. There are three centers within the institute:

THE CENTER FOR EDUCATION AND WORK. Improves the transition process between the classroom and the work place through local Work-Education Councils in over 20 communities, a project funded by the Department of Labor. Publishes the newsletter THE WORK-EDUCATION EXCHANGE.

THE NATIONAL CENTER FOR EDUCATIONAL BROKERING. Encourages the provision of education, career, and training counseling to adults. It publishes a directory of local brokering agencies, listing 215 educational and career information services located in 46 States.

THE CENTER FOR WOMEN AND WORK. Increases public awareness of the problems confronting women in traditional occupations, and seeks solutions to these problems.

NATIONAL SCHOOLS COMMITTEE FOR ECONOMIC EDUCATION, INC. (NSCEE)
143 Sound Beach Avenue, Old Greenwich, Connecticut 06870
(203) 637-4548
Morgan S. A. Reichner, President

OBJECTIVE: The foundation is dedicated to "teaching the principles and values of freedom and enterprise and seeks to research, develop, and disseminate teaching materials on the basic principles, values, and concepts of the private enterprise system."

ORGANIZATION: Established in 1953 by the American Economic Foundation to serve as its school arm, the nonprofit National Schools Committee was incorporated independently in 1964. An 11-member board of directors, composed of educators, is responsible for research and development of programs and materials. Guidance is provided by 27 advisory trustees, mostly businessmen. Its membership, in 45 states, consists of 525 teachers, instructors, professors, supervisors, and administrators at all levels of education, starting with kindergarten. Materials are developed and reviewed by curriculum and evaluation committee specialists. An annual budget of over $150,000 is provided by business, foundations, and individual contributions.

PROGRAM: Program emphasis is threefold: 1) research on methods for promoting and improving economics teaching; 2) seminars, conferences, and lectures for teachers to inform them of the existence of materials which could help them infuse economic principles into existing curriculum; 3) development of simplified economics manuals, teacher's guides, filmstrips, cassettes, films, charts, pamphlets, texts, and other teaching aids.

Program materials include three teacher's guides: (1) Introducing the World of Work-- (1-6); (2) How We Live and Work--(7-9); and (3) Many Faces of Freedom--(7-12). Audio-visual programs include What's in a Shirt?, A Loaf of Bread, Free Choices and Enterprise, and A Sound Investment. These materials reflect varying emphasis on elements of America's Wheel of Economic Progress, which outlines basic values and principles of free enterprise.

The committee provides annual Certificate for Outstanding Service awards to selected educators. Primary emphasis is on school teachers and children in grades 1 through 9. NSCEE's major activity is the distribution of materials to schools through direct sales or through public service efforts of local business organizations.

NATIONAL TAXPAYERS UNION (NTU)
325 Pennsylvania Avenue, S.E., Washington, D.C. 20003
(202) 543-1300
Grover Norquist, Associate Director

OBJECTIVE: NTU's purpose is to cut all types of personal and business taxes and reduce government spending.

ORGANIZATION: NTU is a nonprofit research organization affiliated with 210 state and local taxpayer's groups. Founded: 1969. Staff: 11 professionals and 6 interns. 1978 budget: $700,000. Funded by 85,000 individual members, business, industry, and foundations.

PROGRAM: NTU investigates government programs and agencies to eliminate waste and inefficiency. A major project is to encourage legislation to balance state and national budgets. Publishes monthly newsletter DOLLARS AND SENSE, and the TAXPAYER ALERT for members.

NTU's Local Government Center is located in Santa Barbara, California.

OFFICE EDUCATION ASSOCIATION (OEA)
1120 Morse Road, Columbus, Ohio 43229
(614) 888-5776
Dwight Loken, Program Director

OBJECTIVE: The association's objective is "to develop leadership abilities, generate interest in the American business system, and the classroom educational experience."

ORGANIZATION: The national association, founded in 1966, has a staff of three professionals and four support people. Members: 75,000 high school and post secondary vocational office education students, affiliated through 20 state associations supporting office occupation education. 1979 budget approximately $400,000. Supported by membership dues and corporate contributors.

PROGRAM: OEA sponsors occupational competitive events with awards for leadership competence. Publishes ADVISOR'S NEWSLETTER, nine per year; STUDENT MAGAZINE, and OEA COMMUNIQUE, quarterly.

PEABODY CENTER ON ECONOMIC AND SOCIAL STUDIES EDUCATION (PCESSE)
Box 320, Nashville, Tennessee 37203
(615) 327-8350
Ronald E. Galbraith, Director

OBJECTIVE: The center seeks to design, develop, improve, implement, and test methods of economic and social studies education instruction for teachers and school systems.

ORGANIZATION: Founded in 1977, the center operates as a component of the George Peabody College for Teachers, with its own board of advisors, which includes economists, educators, and business leaders. 1978 budget: $100,000. The center's endowment is funded by foundations, business, and individuals.

PROGRAM: The center sponsors and coordinates professional development workshops including follow-up services to insure the implementation of new instructional methods and materials. The Teacher Resource Collection provides access to materials for local and visiting educators. Center staff members review new materials and respond to specific requests for information concerning curriculum efforts.

COMMENT: The center seeks to be a resource for teachers, corporations, professional organizations, and other educational centers in order to provide leadership and partnership in their efforts to promote a better understanding of our society through economic and social studies education.

A PRESIDENTIAL CLASSROOM FOR YOUNG AMERICANS (PCYA)
Post Office Box 19084, Washington, D.C. 20036
(202) 638-2234
Angie B. Whitaker, Executive Director

OBJECTIVE: PCYA seeks to expose student leaders and honor students to the dynamics of federal government and policy making.

ORGANIZATION: The private, nonprofit organization, founded in 1968, has a staff of 12. 1977 budget $600,000. Funded by business, foundations, and individuals.

PROGRAM: Some 2,400 high school juniors and seniors meet for a week-long Washington study program. Members of executive, military, foreign relations, judicial, and congressional branches of government, news media, business, industry, and labor address the students at small, individual class sessions during the six weekly seminars.

A PCYA tuition program, "The Federal Forum," provides a nonpartisan symposium for firsthand study of the structure and substance of the federal government. It brings educators, executives, professionals, school administrators, and university students into contact with a variety of government personalities and opinions during two weeks of seminars, briefings, discussions, and workshops held in Washington, D.C.

PUBLIC INTEREST ECONOMIC FOUNDATION (PIE-F)
1714 Massachusetts Avenue, N.W., Washington, D.C. 20036
(202) 872-0313
Allen R. Ferguson, President

OBJECTIVE: The foundation supplies objective information and unbiased opinion on the economic aspects of public policy issues at all levels of society.

ORGANIZATION: The foundation, a subsidiary of Public Interest Economics Center, was founded in 1972. Staff: 11. The foundation has a 50-person Board of Economic Advisors, a 25-person Board of Public Interest Advisors, and contacts with 800 economists and 2,300 public interest organizations. 1979 budget is approximately $250,000. The nonprofit 501(c)(3), nonmembership foundation is supported by contract work, consulting fees, research earnings, and foundations.

PROGRAM: Foundation programs include the presentation and dissemination of public policy issues. The Clearinghouse-P.I.E. provides liaison between professional economists, the public interest community, and government officials. The network of economic advisors is the chief resource used for Clearinghouse support of public interest groups who seek professional advice on economic issues. This is provided on a volunteer or low-fee basis.

The education program is designed to inform the public interest and government communities of current economic issues. The foundation encourages informed citizen involvement in decision making and in influencing the direction of policy and of the economy. Workshops, seminars, and conferences are held to assist public interest groups. Publications include the monthly Clearinghouse PIE REVIEW and monthly PIE NEWSLETTER.

PUBLIC INTEREST ECONOMICS CENTER (PIE-C), a corporation, founded in 1972, has a staff of 12. The center conducts research in economic policy and tries to affect decisions at all levels of government with the intent of bringing about improvements in the social welfare. It publishes research papers on various topics. It is affiliated with the Public Interest Economics Foundation which is a subsidiary. Income is secured from government contract research and from research for public interest groups and decision makers. Areas of research activity have included: environment, energy, tax reform, regulation, consumer economics, etc.

REASON FOUNDATION (RF)
Box 40105, Santa Barbara, California 93103
(805) 963-5993
Robert W. Poole, Jr., President

OBJECTIVE: The foundation's purpose is to strengthen the philosophical foundations of the free society.

ORGANIZATION: The nonprofit 501(c)(3) educational organization was founded in 1978. Staff: Three professionals and one support. Members: 16,000. 1978 budget: $257,000. Supported by corporations, foundations, individuals, and memberships.

PROGRAM: The foundation conducts research, both philosophical and public oriented, and disseminates the results. Educational programs include the sponsorship of interdisciplinary conferences and seminars and residential and nonresidential fellowships.

Proposed projects include development of high school materials for a course in free enterprise.

Publications include REASON MAGAZINE, monthly, (available for high school and college classroom use); REASON MONOGRAPHS, REASON REPORTS, newsletter; and REASON PAPERS, an annual journal.

COMMENT: Reason Foundation defends the free market as one that allows the fostering of human excellence, and its program encompasses a broad range of concerns relevant to the free society, including but not limited to its economic system.

RESOURCE EDUCATION FOUNDATION, INC. (REF)
2030 Eleventh Avenue, Post Office Box 5027, Helena, Montana 59601
(406) 433-3750
Frank H. Dunkle, Executive Director

OBJECTIVE: The foundation supports the need to build understanding that resource management and development are compatible.

ORGANIZATION: The nonprofit 501(c)(3) corporation, founded in 1973, is supported by business, foundations, and industry. Staff: seven professionals.

PROGRAM: The foundation develops and implements an annual Business Education Week designed to give Montana high school students and teachers information about business operations and the free enterprise system. The curriculum reviews the history and nature of business, its current operation, and future. Informal classroom discussions are held with business people.

The foundation provides technical assistance for companies interested in presenting factual information about the natural resources they deal with. Resulting printed materials, radio, television, and filmed presentations are used to inform the public.

Publications of analysis of events and issues about resource management are sent to 5,000 westerners including local and state government officials, legislators, opinion makers, media, and industrial leaders. Publications include WESTERN RESOURCES, a newspaper; and the newsletter, IN THE MIDDLE.

THE ROBERT A TAFT INSTITUTE OF GOVERNMENT (RATIG)
420 Lexington Avenue, New York, New York, 10017
(212) 682-1530
Marilyn Chelstrom, President

OBJECTIVE: The institute seeks to promote an understanding of the basic principles of constitutional government in the United States and the two-party system, and to inspire more active citizen interest and participation in government.

ORGANIZATION: The institute, founded in 1961, is a nonprofit, 501(c)(3) educational organization. Staff: one professional and eight support people. 1979 budget: $795,000. The nonpartisan institute operates primarily from funds donated by corporations, foundations, and individuals.

PROGRAM: The primary program is the Taft Seminars for Teachers. In 1979 approximately 1,200 teachers will attend 10-day academic seminars at 38 various universities located in 30 states. Each seminar, for approximately 30 social studies teachers, use a large number of political experts, from both parties, including senators, congressmen, governors, and other office holders to meet with elementary and high school teachers in extended give-and-take sessions.

Extensions emanating from these programs include selected television programs and the publication of Taft Practical Politics booklets.

In addition the institute conducts surveys to help formulate programs in citizenship education. It develops teaching materials for use in seminars and the classroom. The institute grants fellowships to graduate students for advanced political science study.

COMMENT: One of the long range goals of the institute is to help teachers become better prepared to provide information and instruction to students about the two-party system of government, the politics of government, and the role of the individual citizen in local, state, and national politics.

ROCKFORD COLLEGE INSTITUTE (RCI)
5050 East State Street, Rockford, Illinois 61101
(815) 226-4016
John A. Howard, Director

OBJECTIVE: The purpose of the institute is to assist corporate officers and others in leadership positions in understanding the role of cultural institutions in undermining or reenforcing private enterprise, limited government, and other institutions of liberty.

ORGANIZATION: RCI, founded in 1976, is a nonprofit operating division of Rockford College. Staff: six professionals and two support people. 1979 budget: $425,000. Funded by individual and corporate membership fees and earnings from speeches and seminars.

PROGRAM: The institute analyzes and disseminates information about the cultural forces which operate to the detriment of capitalism and other dimensions of responsible liberty. It proposes techniques and programs for reenlisting education, media, literature and theater as partisans of capitalism, and the other dimensions of responsible liberty.

The institute sponsors seminars, conferences, and speakers, publishes speeches, and does research on various aspects of cultural endeavor. Publishes pamphlets, treaties, essays, book reviews, and the bimonthly, THE ROCKFORD PAPERS, and the monthly newsletter, PERSUASION AT WORK.

SAN ANTONIO FOUNDATION FOR FREE ENTERPRISE (SAFFE)
602 East Commerce, P.O. Box 1628, San Antonio, Texas 78296
(512) 227-8181
Patti S. Larsen, Staff Manager

OBJECTIVES: The foundation's purpose is to sponsor programs emphasizing the benefits of the free-enterprise system.

ORGANIZATION: Established 1976 as a nonprofit, tax-exempt, corporation affiliated with the greater San Antonio Chamber of Commerce. Funded by business and industry. 501 (c)(3).

PROGRAM: The foundation provides free-enterprise programs and materials for educators, students, employees, and the general public. This includes a speakers bureau, audio-visual library, business-education symposiums for high school and college students, and teacher workshops. Seminars, audio-visual materials, and in-house seminars are conducted for participating employee programs. A comprehensive outdoor poster, radio and television media program is available to participants.

COMMENT: The foundation serves the South Texas area.

SECURITIES INDUSTRY FOUNDATION FOR ECONOMIC EDUCATION (SIFEE)
20 Broad Street, New York, New York 10005
(212) 425-7000
Imelda E. Redito, Public Information Assistant

OBJECTIVE: The foundation was established to foster understanding of the American free enterprise system and to encourage a broader recognition of the role of the securities industries in this system.

ORGANIZATION: The nonprofit foundation, founded in 1976, provides educational programs for the Securities Industry Association. The association has 11 regional groups and about 550 brokerage and investment banking firm members.

PROGRAM: A computer-assisted stock market game, running ten weeks, is designed to introduce junior and senior high school students to the opportunities for investment in American business. It is being used in a number of participating schools.

Another course, Opportunities LAB (Learn About Business), is a two-week exposure to computer simulated business decision making. A filmstrip/cassette program, "A Sound Investment," is also available. Publications include a monthly newsletter and a handbook, "A Selection of Economic Programs and Materials."

COMMENT: The foundation serves as a clearinghouse of information on existing programs, films, and educational aids for industry personnel, and works through regional groups to expose successful education programs and materials to teachers. In a general way these programs review the U.S. economy and modern capitalism.

SOCIAL SCIENCE EDUCATION CONSORTIUM, INCORPORATED (SSEC)
Educational Resources Center, 855 Broadway, Boulder, Colorado 80302
(303) 492-8154
Irving Morrissett, Executive Director

OBJECTIVE: The consortium's purpose is to improve the quality of social science education at all grade levels.

ORGANIZATION: SSEC was founded in 1963. Staff: 23 professionals and 17 support people. Members: 103. 1979 budget: $900,000. Funded by the National Science Foundation, National Institute of Education, the United States Office of Education, private organizations, and through the sale of publications.

PROGRAM: The consortium disseminates information about social studies materials, instructional methods and trends, and provides a forum for social scientists and educators to exchange ideas and views. A materials Resource and Demonstration Center is maintained. The Teacher Associate program trains selected social studies teachers in leadership roles.

SSEC operates the computer search service Educational Resources Information Center's (ERIC) Clearinghouse for Social Studies/Social Science Education (ChESS). ERIC is part of the National Institute of Education. The Clearinghouse and SSEC acquire, summarize, index, review and analyze current materials related to social studies and social science topics.

Materials in the ERIC system are available for use by teachers, parents, administrators, education specialists, school board members, students, professional associations, commercial and industrial organizations, and library, media and information specialists.

Interpretative summaries and research materials are published, and over 75 periodicals on analyses, teaching tips, and resources on social studies, social issues, and professional issues are available. Publishes the newsletter, THE LINK.

TAX FOUNDATION, INC. (TF)
1875 Connecticut Avenue, N.W., Washington, D.C. 20009
(202) 328-4500
Robert Brown, Executive Vice President

OBJECTIVE: The foundation seeks to help reach sound public policy choices on fiscal affairs and thus contribute constructively to the nation's future.

ORGANIZATION: The nonprofit, nonpartisan research and public education foundation was founded in 1937. Staff: 23. 1979 budget approximately $1.4 million. It maintains affiliation with 37 state taxpayers' associations. It is supported by contributions from 1,900 businesses, industrial and individual members.

PROGRAM: The foundation is engaged in research analysis on fiscal developments at all levels of government, and public education about the fiscal and management aspects of government. Current program work is being conducted on tax revision, fiscal policy and government programs, and enhancing public awareness in the values of our free enterprise system.

The foundation serves as a national information agency for individuals and organizations concerned with government expenditures, taxation, and public debt.

Meetings, conferences, speeches, releases, and publications provide information to business members, educators, government officials, and the media. Selected studies or summaries are provided educators for college and university classroom use. The college classroom "Tax Review" project is being continued. Publications include a newsletter, MONTHLY TAX FEATURES; TAX REVIEW, monthly; WASHINGTON NEWS; and FEDERAL TAX POLICY MEMO.

TEXAS BUREAU FOR ECONOMIC UNDERSTANDING (TBEU)
Suite 1119, 611 Ryan Plaza Drive, Arlington, Texas 76011
(817) 265-7143
Leon B. Blair, Executive Director

OBJECTIVE: The bureau's purpose is "to help young people understand what this country has, how it got it, and how it can keep it."

ORGANIZATION: The bureau, founded in 1948, is a nonprofit, Texas educational service corporation. Staff: Three professional and 40 support people. Members: 500. 1978 budget: $210,000. The bureau contracts with and compensates other organizations for specific functions. One hundred volunteer workers provide assistance. Members provide financial support.

PROGRAM: The bureau has an instructional program for teachers, conducts teacher institutes, and furnishes resource material. Free Enterprise Institutes are conducted by 15 contracting Texas universities. The institutes respond to the Texas statutory mandate which requires all public high schools to teach the essentials and benefits of the free enterprise system. Published material supporting the instructional program is furnished by TBEU to the Texas Educational Agency for distribution. Publications include THE FREE ENTERPRISE SYSTEM, FREE ENTERPRISE ECONOMICS, and AMERICA'S HERITAGE OF GREAT IDEAS.

THOMAS JEFFERSON CENTER FOR POLITICAL ECONOMY (TJCPE)
114 Rouss Hall, University of Virginia, Charlottesville, Virginia 22901
(804) 924-3243
Edwin Burmeister, Executive Director

OBJECTIVE: The center's objective is to promote scholarly discussion of the basic ideals of Western Civilization and of the solutions to modern social problems most in accord with those ideals.

ORGANIZATION: The research and educational center, established in 1957, is affiliated with the Economics Department of the University of Virginia. Its staff of 29 economists research in the fields of political economy, environmental economics, economics of regulation, and economic theory.

PROGRAM: The center tries to educate economists, business people, undergraduate and graduate students, and members of the press. Methods used include undergraduate and graduate programs in economics, the publication of nontechnical research reports, lectures by visiting scholars, and seminars.

THOMAS JEFFERSON RESEARCH CENTER (TJRC)
1143 North Lake Avenue, Pasadena, California 91104
(213) 798-0791
Frank Goble, President

OBJECTIVE: The center applies professional systems management methods for seeking and communicating workable solutions to the human problems of individuals, organizations, and society.

ORGANIZATION: The national nonprofit research center was founded in 1963. Staff: three professionals and one support. 1979 budget approximately $120,000. Contributions are secured from individuals; business firms and foundations; and revenues from contract research, seminars, consulting, and publications.

PROGRAM: The center conducts lectures, seminars, and workshops in leadership and applied ethics. Research findings are published as reports, articles, and books. Publishes the monthly THOMAS JEFFERSON RESEARCH LETTER.

Center research indicates that a successful private enterprise economic system depends upon leaders and voters who understand the ethical principles of responsible freedom, justice, integrity, thrift, the work ethic, and a democratic republic. A special concern is the excessive size and cost of government and its antagonism towards private enterprise.

UNITED STATES INDUSTRIAL COUNCIL (USIC)
Home Federal Building, P. O. Box 2686, Nashville, Tennessee 37219
(615) 244-7514
Anthony Harrigan, Executive Vice President

OBJECTIVE: USIC's objective is "to promote and defend the American political and economic system and to advance the national interest through public education concerning free market solutions to the country's problems."

ORGANIZATION: The national, nonprofit, nonpartisan business association of 4,500 business and industrial-firm members was founded in 1933. Staff: 15. 1979 budget: $765,000.

PROGRAM: USIC: 1) Maintains a Washington, D.C., legislative office and publishes ACTION ALERTS about current legislative proposals. 2) Supplies newspaper columns on economic and national issues, which appear in 350 newspapers. 3) Provides five-minute radio programs broadcast by 200 stations. 4) Distributes over 3 million pieces of literature annually, which include folders, booklets, articles, and special reports. 5) Sponsors a conservative speakers bureau. 6) Publishes a twice monthly BULLETIN, which contains current comments on the nation and the economy.

U.S.I.C. EDUCATION FOUNDATION, phone (615) 256-5961, Paul A. Belknap, President, affiliated with U.S.I.C., is a tax-exempt, nonprofit organization. The foundation publishes free enterprise materials, aids research projects, and sponsors a summer intern program for young conservatives. The foundation sponsors Campus Lectures in the U.S. by free market economists and journalists from around the world, provides grants to writers and scholars, and sponsors a National Issues Seminar Program, and annual awards for editorial writers and cartoonists. An Economic Education Reference Manual, which details free enterprise education programs offered by many organizations, is available at cost to members.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA, INC. (VICA)
105 North Virginia Avenue, Falls Church, Virginia 22046
(703) 533-2090
Virginia C. Lopez, Director--Public Information

OBJECTIVE: The association's purpose is to advance educational and social development of students enrolled in trade, industrial, technical, and health occupation education, and to emphasize respect for the dignity of work, high standards of trade ethics, workmanship, scholarship, and safety.

ORGANIZATION: VICA was founded in 1965 as a nonprofit educational association. Staff: Eight professionals and ten support people. It has 9,500 local chartered industrial coeducation clubs and 48 state associations with over 250,000 high school and post-secondary members.

It is associated with the National Association of Trade and Industrial Education and the National Association of State Supervisors of Trade and Industrial Education. The Chamber of Commerce of the U.S., National Association of Manufacturers, American Vocational Association, and the AFL-CIO are among the more than 50 national industrial, educational, and labor organizations endorsing and supporting VICA. 1979 budget is $1.1 million. VICA is funded by membership dues and contributions from business, industry, labor, and foundations.

Contributions to the VICA Youth Development Foundation are directed to specific student programs.

PROGRAM: VICA functions through an organization of local clubs and provides information, leadership training activities, and opportunities for service to members training in over 100 different career occupations.

Incentive programs that provide members recognition are: (1) The Vocational Initiative and Club Achievement program in which students are recognized for achievement in skill competency, leadership, and citizenship; (2) Local, state, and national contests leading to the U.S. Skill Olympics are sponsored for students to demonstrate occupational and leadership skills; and (3) The National Leadership Conference at which over 2,200 students participate in the national U.S. Skill Olympics competition. An additional 1,000 members are voting delegates, officer candidates, and observers. Over 800 educators and industrial representatives also participate at the Olympics.

VICA also sponsors a Washington Leadership Conference for Officer Training. Other programs include personal growth, community understanding, student cooperation, public speaking, parliamentary procedure, and job interview preparation. VICA fosters an understanding of the functions and interrelationships of labor and management organizations. It also promotes understanding of the free enterprise system and encourages patriotism through the practice of democracy. Publishes VICA magazine, four per year.

WASHINGTON INTERNATIONAL INSTITUTE (WII)
Suite 350, 1900 M Street, N.W., Washington, D.C. 20036
(202) 452-0818
James C. Kennan, President

OBJECTIVE: The institute seeks to foster and promote a better understanding and appreciation of private enterprise and the tradition of liberty under law.

ORGANIZATION: The institute was founded in 1976 as a nonprofit, nonpartisan educational organization. Staff: 4. Annual budget approximately $100,000. Funded by business, foundations, and individuals.

PROGRAM: The institute conducts, sponsors, or directs information to assist the formation of public opinion. It publishes and distributes materials to thought and opinion leaders. A council, composed of business, professional, and educational members, advises on policy and projects. The institute is producing and distributing a series of 13 radio business leadership interviews, "Opportunities in American Enterprise," for distribution over the Intercollegiate Broadcasting System of 700 college and university stations. The 5-10 minute interviews of business and industry leaders selected by the Business Roundtable, will stress career opportunities and the importance of the private enterprise system.

The institute also proposes to produce a series of TV programs, for family entertainment, stressing positive character traits and ethics.

WORK IN AMERICA, INSTITUTE, INC. (WAI)
700 White Plains Road, Scarsdale, New York 10583
(914) 472-9600
Rhoda Pauley, Vice President, Communications and Clearinghouse

OBJECTIVE: The institute's purpose is to advance productivity and the quality of working life.

ORGANIZATION: The nonprofit 501(c)(3), nonpartisan institute, founded in 1975, has a staff of four professionals. Budget approximately $1 million. Supported by corporations, foundations, unions, and government agencies.

PROGRAM: The institute's agenda places emphasis on the Quality of Working Life, Productivity, Education and the World of Work, Employee-Management Cooperation, and National Manpower Policies.

Management, labor, and government representatives provide research, consultation, education, and communication material for the organization.

The Institute is organized into three divisions:

1. Communications and Clearinghouse which includes publications, reports, research studies, books, and a Technical Information Service. Studies in productivity literature include 395 abstracts plus 222 additional sources. Publishes the monthly newsletter WORLD OF WORK REPORT.

2. Education and Training which develops educational programs consisting of seminars, conferences, workshops, and related instructional activities for training union leaders, managers, government officials, legislators, and educators.

3. Technical Assistance and Policy Studies in the form of consultancy and research support for individual organizations, and policy studies to provide guidance in the development and implementation of both public policy and operational guidelines.

The institute's studies about the future include worker retraining, the role of business in helping new workers, the transition from school to career education, the social and psychological impact of joblessness, measuring and evaluating productivity, second careers and other post-retirement issues, foreign workers, worldwide worker participation, and worker ownership of enterprises.

COMMENT: The institute provides organized and continuing support to all segments of the work community in order to promote a vital economic system through motivation of the work force toward higher achievement and self-esteem.

WORLD RESEARCH, INC.--CAMPUS STUDIES INSTITUTE DIVISION (CSI)
11722 Sorrento Valley Road, San Diego, California 92121
(714) 755-9761
Patty Newman, Executive Director

OBJECTIVE: The institute's objective is "to challenge and stimulate students with information about free enterprise, not only from the economic standpoint, but from the aspect of personal liberty itself." The primary concern is education designed "to encourage the development of self-reliant individuals who think for themselves and who care more for liberty than power--free people engaged in independent action, voluntary association, and cooperation."

ORGANIZATION: The institute is a nonprofit 501(c)(3) educational, research organization established in 1969 as an operating division of World Research, Inc. It is staffed by 24 young scholars and is supported by income from sales and rentals of films and materials, as well as by grants and contracts from research and education organizations and foundations, businesses, and individuals.

PROGRAM: The institute conducts research in student attitudes and opinion changes. It is in contact with 22,000 student leaders, campus newspaper editors and club presidents, and 12,000 faculty department heads representing most of the four-year colleges and universities in the nation. In addition, 9,000 professors and teachers are reached by mail.

The institute develops audio-visual and printed materials for use at the high school and college levels and in employee education programs. They include a series of mailing of contemporary posters and display literature on current campus issues dealing with subjects such as profits, pollution, government regulation, etc. Their program of seminars on special issues often results in publication materials used for the mail campaign.

The film "Libra" and multimedia programs such as "The Incredible Bread Machine," consisting of a film, a book, and 12 topic guides, are used by college and high school teachers as supplementary material in teaching economics and by business concerns in employee and management educational programs.

Publications include WORLD RESEARCH INK, monthly; THE OCCASIONAL REVIEW; and OPINION POLL, annually.

COMMENT: The institute reaches students and faculty with information and issues of current interest. Considerable attention is focused on the need for economic education with emphasis on the effects of excessive government regulations. The institute undertakes its operations with a view toward promoting the stability of the domestic and international economies and toward preserving democratic institutions and processes.

ALPHA KAPPA PSI
3706 Washington Boulevard, Indianapolis, Indiana 46205
(317) 925-1939
Frank J. Brye, Executive Director

This professional fraternity in business administration and economics, founded in 1904, has over 100,000 members in 196 college chapters and 35 alumni chapters. Staff: two professional and five support people. It promotes the business concept in the college and university classroom and provides speakers, tours, and on-the-job programs for members. Publishes the DIARY quarterly.

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE (AAPSS)
3937 Chestnut Street, Philadelphia, Pennsylvania 19104
(215) 386-4594
Ingebord Hessler, Business Manager

The nonprofit academy, founded in 1889, promotes the progress of political and social science through publications and meetings. Staff: 14. Members: 15,000 professionals and laymen. It does not take sides in controversial issues, but seeks to gather and present reliable information to assist the public in forming intelligent and accurate judgments. Publishes THE ANNUALS bimonthly.

AMERICAN EDUCATION ASSOCIATION (AEA)
663 Fifth Avenue, New York, New York 10022
(212) 687-6865
Cathryn L. K. Dorney, Executive Director

A nonprofit educational foundation, founded in 1938, dedicated to the preservation of our American way of life, free society, constitutional form of government, and private enterprise economy. Works with teachers, parents, and others interested in preserving sound American education, the Constitution and Declaration of Independence, and traditional tenets of social and economic freedom. Conducts research and evaluation of curriculum, textbooks, and teaching methods. Prepares radio broadcasts, pamphlets, and speech reprints. Affiliated with the Joint Committee on Education. Publishes EDUCATIONAL SIGNPOST.

AMERICAN INSTITUTE OF ECONOMICS (AIE)
P.O. Box 136, New Wilmington, Pennsylvania 16142
(412) 946-2301
William P. McKee, President

AIE, founded in 1936, provides education and research in economics and business for participating schools and businesses in Pennsylvania and Ohio. Its programs are designed to improve citizen, voter, and employee understanding of economics; to provide more awareness of business problems; and to communicate the benefits of the free enterprise system. Annual graduate credit, "Economics for Teachers," seminars are held for teachers and administrators from participating schools. In addition, economic education workshops are sponsored for business people, educators, and community leaders. AIE provides lecturers and case study visits to business and industry. Funding is provided by participating business and industry.

ASSOCIATION FOR EVOLUTIONARY ECONOMICS (AFEE)
Department of Economics, College of Business Administration
University of Nebraska, Lincoln, Nebraska 68588
(402) 472-3867
F. Gregory Hayden, Secretary

The association fosters interest in the development of economics as an evolutionary science, engages in economic research, the diffusion of economic knowledge, and the establishment of better channels of communication between economists. AFEE, founded in 1963, has a staff of one professional and one support person, with 1,000 economists and college-level social science teachers and 800 institutional members. Funded by the membership. Publishes JOURNAL OF ECONOMIC ISSUES quarterly.

BETA GAMMA SIGMA
Suite 50, 760 Office Parkway, St. Louis, Missouri 63141
(314) 872-8481
James A. Viehland, Managing Director

A national honorary society for men and women studying business administration. Founded: 1913. Members: 110,000. Chapters: 160. It maintains a speaker's bureau and publishes the PRESIDENT'S NEWSLETTER semiannually.

BOY SCOUTS OF AMERICA (BSA)
North Brunswick, New Jersey 08902
(201) 249-6000
Richard D. Dutcher, Associate Director

BSA, incorporated in 1910 as a nonprofit organization, provides programs for its members designed to build qualities of character, citizenship, and personal fitness. Membership: approximately 3.5 million scouts served by over a million adult volunteers. (The national office will move to Dallas, Texas, in June, 1979.)

One of scouting's program activities is a merit badge for American Business. Scouts earning this award review the free enterprise system and study about basic economics. Another pamphlet, Consumer Buying, reviews numerous aspects of consumer concern. Many of the more than 100 merit badge subjects contain career education information.

The Exploring Division, BSA, provides young men and women, 14-20, the opportunity to participate in career programs organized by business, industry, and community groups. High school students are surveyed to determine career interests, and explorer posts may then be organized to develop experience in these career areas.

BUSINESS AND SOCIETY INITIATIVE COUNCIL (BASIC)
Room 306, Four Brattle Street, Cambridge, Massachusetts 02138
(617) 864-3099
Richard E. Schubert, Co-Chairperson

BASIC is a nonprofit educational organization, established in 1978, to promote debate, dialogue, research, publication, and teaching on the role of business in society. The former National Affiliation of Concerned Business Students (NACBS), established in 1971, merged with BASIC in 1978. First year budget: $26,000.

BASIC serves as a forum for the discussion and dissemination of diverse viewpoints of all interested constituencies in which faculty, executives, government officials, and others can discuss complex questions concerning the role of the corporation in society and the relationships of business and government. BASIC proposes to develop regional networks of business and academic members who will discuss and pursue various topics and projects. An annual national symposium would be sponsored. Publishes SURVEY OF RESEARCH IN PROGRESS ON BUSINESS AND SOCIETY.

CENTER FOR THE DEVELOPMENT OF ECONOMICS EDUCATION (CDEE)
University of the Pacific, School of Education, Stockton, California 95211
(209) 946-2463
Ronald A. Banaszak, Co-Director

The nonprofit center seeks to research and develop suitable economic education materials for precollege economic instruction. Founded: 1976. Staff: three professionals and one support. Funded by contributions. The center has developed a junior high school economics program.

THE CENTER FOR ENTREPRENEURIAL MANAGEMENT, INC. (CEM)
311 Main Street, Worcester, Massachusetts 01608
(617) 755-0770
Joseph R. Mancuso, Executive Director

The nonprofit center, founded in 1978, provides a management resource for entrepreneurial managers and the professionals who advise them. The center sells texts describing and courses reviewing the philosophy of entrepreneurial management. Essays, audio tapes, seminars, and conferences are used in the program. Publications include special reports and THE ENTREPRENEURIAL MANAGER'S NEWSLETTER, monthly.

CENTER FOR RESEARCH AND DIALOGUE FOR BUSINESS AND SOCIETY (CRDBS)
Graduate School of Management, University of California
415 Hilgard Avenue, Los Angeles, California 90024
(213) 825-7935
George A. Steiner, Director

The center provides research and information about the entire spectrum of business and society issues. Founded: 1972. Staff: one. Supported by corporations and foundations. The center researches and publishes information about business, business responses, and issues affecting corporate social performance and policy. It conducts seminars on business, government, and society.

CENTER FOR STUDY OF PUBLIC CHOICE (CSPC)
Virginia Polytechnic Institute, Blacksburg, Virginia 24061
(703) 961-5501
James M. Buchanan, General Director

The center researches and publishes information directed toward shifting the attitudes of professional economists and policy makers. It reviews areas such as economic analysis of government process. It participates in various professional conferences. Supported by private and government foundations and individuals.

COMMITTEE FOR MONETARY RESEARCH AND EDUCATION, INC. (CMRE)
Post Office Box 1630, Greenwich, Connecticut 06830
(202) 661-2533
Mrs. Elizabeth B. Currier

The nonprofit 501(c)(3) education and research foundation, founded in 1970, is supported by the public. It is devoted to increasing the public's understanding and awareness of the monetary processes and of the role which a healthy monetary system plays in the well-being of a free society. It supports research on monetary problems affecting the stability of the U.S. dollar, and disseminates the results through publication of a series of "Monetary Tract" and books. It conducts a monetary conference annually.

COMMON CAUSE (CC)
2030 M Street, N.W. Washington, D.C. 20036
(202) 833-1200
David Cohen, President

Common Cause is devoted to making g rnment more open and accountable to citizens. It is a nonpartisan citizens' lobby, founded in 1970, with a staff of 80, and 220,000 members located in the 50 states. 1979 budget is approximately $5 million. Funded by dues and contributors. The citizens' lobby seeks to inform and educate members and elected officials about specific public issues. It analyzes state and national issues, produces investigative studies on various government functions, and publishes numerous pamphlets and reports and additional information in the bimonthly FRONTLINE, and the quarterly IN COMMON.

CONFERENCE OF AMERICAN SMALL BUSINESS ORGANIZATIONS (CASBO)
407 South Dearborn Street, Chicago, Illinois 60605
(312) 427-3780
Harlan R. Shaw, Chairman

Federation of local, state, and national trade associations and small business firms interested in defense of the free market economy. Founded: 1942. Staff: seven. Periodic task forces deal with court, administrative, and legislative actions in the interest of independent business. Affiliated with Institute of Economic Policy.

CONFERENCE ON ECONOMIC PROGRESS (CEP)
2610 Upton Street, N.W., Washington, D.C. 20008
(202) 363-6222
Leon H. Keyserling, President

CEP, a not for membership, nonpolitical organization, engages solely in economic research education and publication of studies related to economic conditions, problems, and policies in the United States. Founded: 1954. Staff: five. Publishes RESEARCH STUDIES.

CONSTRUCTIVE ACTION, INC. (CA)
P.O. Box 4006, Whittier, California 90607
(213) 693-0764
M. W. Brainard, Director

Organized to provide the American public with educational materials "exposing socialist and communist inroads in our American institutions and the erosion of personal freedoms by advocates of the welfare state." Founded: 1963. Staff: two. Not a membership organization. Supported by donors and publication sales. Distributes paperback books, free or at a nominal cost, to high school and college students and teachers. Distributes publications of the Foundation for Economic Education and the United States Industrial Council.

DELTA PI EPSILON
Gustavus Adolphus College, St. Peter, Minnesota 56082
(507) 931-4184
Ellis J. Jones, Executive Secretary

Delta Pi Epsilon is a national honorary professional graduate fraternity in business education for men and women, established in 1936, with over 20,000 members in 77 chapters located at institutions of higher learning which offer programs of graduate business teacher education. It presents an annual Research Award to develop leadership and recognize graduate research in business education. Staff: one professional and seven support. 1978 budget: $100,000. Publishes the quarterly DELTA PI EPSILON JOURNAL and the annual BUSINESS EDUCATION INDEX.

DELTA SIGMA PI
330 South Campus Avenue, Oxford, Ohio 45056
(513) 523-4189
Ben H. Wolfenberger, Executive Director

Delta Sigma Pi is a national professional fraternity organized to foster the study of commerce and business administration education in universities, to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics, civic and commercial welfare of the community. Founded: 1907. Members: 96,000. Chapters: 140.

ECONOMIC AWARENESS FOUNDATION (EAF)
P.O. Box 399, Casper, Wyoming 82602
(307) 234-5311
Dorothy Perkins, Director

The nonprofit foundation, founded in 1977, seeks to improve economic awareness among students, teachers, and the general public. Staff: one. 1979 budget: $250,000. The foundation is sponsored by the Casper Chamber of Commerce. The foundation co-sponsors an economic awareness course for area teachers.

ECONOMIC ECOLOGY, INC. (EE)
Holly Haven Farms, Houston, Delaware 19954
(302) 422-7724
Gordon L. Austin, Executive Director

A nonprofit organization dedicated to promoting the understanding and appreciation of our private enterprise system by youth. Works with and utilizes resources of individuals and organizations with similar objectives. Creates youth programs designed to increase the understanding of fundamental economics. Publishes a book, You Can Do It, describing the free enterprise system to young readers. Distribution efforts are supported by Ruritan National and Kiwanis International. Sponsors an "economics" baseball game method of teaching economics to junior high school participants.

ECONOMIC INSTITUTE FOR RESEARCH AND EDUCATION (EIRE)
P.O. Box 611, Boulder, Colorado 80302
(303) 443-1716
Fred R. Glahe, President

The institute, founded in 1978, is a nonprofit 501(c)(3) corporation. Its objective is to support and promote the American free enterprise economic system. Institute activities are directed to increasing the awareness and understanding of how the market economy is an essential ingredient of any political system which seeks personal liberty and material progress. EIRE will sponsor research, seminars, symposia, and publications.

ENTERPRISE AND EDUCATION FOUNDATION (EEF)
Suite 906, Two Allegheny Center, Pittsburgh, Pennsylvania 15212
(412) 231-6500
Linda D. Stahl, Director

The foundation furthers understanding of the important functions and advantages of our economic system. Founded: 1976. Staff: one professional and one consultant. The nonprofit foundation works with the Allegheny Intermediate Unit which coordinates programs in 46 Pennsylvania school districts. Their "Private Enterprise Market System" program consists of ten economic education learning packages for use in secondary schools. Pre-service and follow-up teacher training is provided. Publications include a Resource Directory and a Speakers Directory.

THE ENTREPRENEURSHIP INSTITUTE (EI)
Suite 247, 90 East Wilson Road, Worthington, Ohio 43085
(614) 885-0585
Jan W. Zupnick, Executive Director

The nonprofit institute, founded in 1978, assists and encourages the development of entrepreneurship, and provides access to tangible resources for promising entrepreneurs and chief executive officers of new growth-oriented enterprises. Staff: five professionals and six support people. 1979 budget: $850,000. It is supported by business, government, fees, memberships, contracts, and grants. Institute programs are concerned principally with linking together emerging entrepreneurs and nearby resources to assist in their enterprise development. Seminars provide assistance, resources, and contacts for entrepreneurs and chief executive officers of new growth-oriented enterprises.

EXECUTIVE HIGH SCHOOL INTERNSHIPS OF AMERICA (EHSIA)
2150 Hyde Street, San Francisco, California 94109
(415) 421-6461
Sharlene P. Hirsch, National Director

The organization, founded in 1971, seeks to develop leadership potential in selected students and provide an awareness of career opportunities at management levels through exposure to executive decision making. Supported by businesses and foundations. High school juniors and seniors spend one term in their communities with executives in public and private sector companies, organizations, and institutions. Twenty-nine school districts are currently participating and offering credit to students participating in the program. An internship kit, consisting of nine handbooks and manuals to implement the program, is available for purchase.

FOUNDATION FOR STUDENT COMMUNICATION, INC. (FSC)
Princeton University, Aaron Burr Hall, Princeton, New Jersey 08540
(609) 921-1111
Robert V. Chartner, Manager

This student nonprofit foundation, founded in 1971, publishes BUSINESS TODAY magazine, which is supported by corporate advertising and distributed free, three times a year, to approximately 200,000 students at 135 colleges and universities. The foundation sponsors national and regional conferences to encourage better understanding between students and business.

THE FREEDOM EDUCATION CENTER (FEC)
Northwood Institute, Cedar Hill, Texas 75104
(214) 291-7466
Kenneth W. Ryker, Director

The nonprofit 501(c)(3) center, founded in 1963, is dedicated to assist people in getting a better understanding of the philosophy of freedom. Staff: one. Supported by corporations and individuals. The Texas-based center sponsors the "Free Market Forum" and "Basic Economic Understanding" seminars, research, lectures and speeches, and the publication and sale of periodicals. It has a publication and audio-visual library. Publishes a monthly newsletter.

GENERAL FEDERATION OF WOMEN'S CLUBS (GFWC)
1734 North Street, N.W., Washington, D.C. 20036
(202) 347-3168
Peggy Mellem, Manager, Consumer Information

The objective of GFWC is to unite and promote the common interest of women's clubs in education, industry, philanthropy, literature, art, science, and culture. It was founded in 1890, and currently has 14,000 clubs in the U.S. with 70,000 members. Staff: 29. The federation's economic education program, FREE (Federation's Role in Our Enterprise Economy), has an objective to create understanding of the federation's role in our free enterprise economy and to enlarge public understanding of the American private enterprise system. Materials about the program are sent monthly to all GFWC board members, districts, and club presidents for use by members at their meeting. GFWC CLUBWOMAN magazine is published nine times a year.

INSTITUTE FOR ENTREPRENEURSHIP (IE)
University of Oklahoma, College of Business Administration
Room 1, 307 West Brooks, Norman, Oklahoma 73019
(405) 325-3561
James A. Constantin, Director

The institute, founded in 1978, was organized to preserve and enlarge the role of entrepreneurship and small business in our capitalistic system. Staff: three professionals and one support. The institute is presently supported through university resources and clients. Its three-point program consists of: (1) academic courses for entrepreneurship for undergraduate and graduate students; (2) research programs on entrepreneurship; and (3) outreach workshops, for entrepreneurs and small businesses, concentrating in specific problem areas, such as start up and management, and training for minority entrepreneurs.

INSTITUTE FOR LIBERTY AND COMMUNITY (ILC)
Concord, Vermont 05824
(802) 695-2555
John McClaughry, President

The nonprofit 501(c)(3) public policy research institute, founded in 1973, is concerned about the preservation of individual liberty, restoration of the community, private property, and individual and community self-help techniques. It is funded by foundations, individuals, and government organizations. It is not a membership organization. The institute conducts public policy research, publishes reports, and conducts seminars.

INTERNATIONAL ASSOCIATION OF BUSINESS COMMUNICATORS (IABC)
Suite 928, 870 Market Street, San Francisco, California 94102
(415) 433-3400
John N. Bailey, Executive Director

The association's 93 charters and world affiliates encourage the establishment of effective training programs for business, industry, nonprofit organizations, and government communicators, and provides publication analysis and research for them. Founded: 1970. Staff: 14. Members: 5,300 communication managers, editors, writers, and other communication specialists. IABC communicates about economic issues as part of its seminar and conference programs and through the quarterly JOURNAL OF ORGANIZATIONAL COMMUNICATION.

LIBERTY VILLAGE FOUNDATION (LVF)
2 Church Street, Flemington, New Jersey 08822
(201) 782-8550
Jackson D. Pemberton, Executive Director

The nonprofit 501(c)(3) foundation, with a staff of 4 professionals and 25 support people, operates Liberty Village, which opened in 1972. The village is a re-creation of 18th century living. Exhibits which help the public appreciate the accomplishments of the nation's forefathers, demonstrate arts and crafts of the period, and the role that private enterprise played in creating America. Signs, displays, and a motion picture emphasize basic American principles. Seminars are conducted on the history of the American Economic System. 1979 budget: $400,000. Funded by corporations and foundations and by enterprise profits from the sale of crafts manufactured at the village.

THE MANION FORUM (MF)
St. Joseph Bank Building. P.O. Box 1258, South Bend, Indiana 46624
(219) 233-8225
Emmett Mellenthin, Managing Director

The forum promotes the right to private property, individual responsibility, free enterprise, and limited government. The nonprofit, nonpartisan trust fund, founded in 1954, has a staff of five. The forum reviews political and economic matters of national interest via daily nationwide 3-minute and weekly 15-minute broadcasts over 120 radio stations. Reprints of the scripts and a newsletter are supplied weekly to 12,000 subscribers and contributors. Cassette recordings of the broadcast are also available.

THE MEDIA INSTITUTE (MI)
Suite 1000, 1100 17th Street, N.W., Washington, D.C. 20036
(202) 466-3052
Judith Lewis, Executive Director

The nonprofit educational foundation, organized in 1976, promotes the development of knowledge and understanding of American media and communications, and conducts research into the legal, economic, cultural, and political aspects of the media and communications industry. It holds seminars and conferences for students, journalists, and business people. Publishes a quarterly journal and the biweekly monitor TELEVISION BUSINESS ECONOMIC NEWS INDEX, which includes abstracts of economic and business news stories carried on network evening news programs.

MOVEMENT FOR ECONOMIC JUSTICE (MEJ)
1605 Connecticut Avenue, N.W., Washington, D.C. 20009
(202) 462-4200
Bert DeLeeuw, Coordinator

The organization's objective is the redistribution of income and wealth, with particular emphasis on the unemployment problem. It assists and initiates local community organizations which are concerned with basic economic issues to build a nationwide political movement for fundamental economic reforms. Founded: 1973. Nonprofit. Staff: four. Field staff: 14. Conducts research, training, conferences, and programs; provides organizing and educational materials and support services. Sponsors "Jobs and Justice," a national campaign. Publishes JUST ECONOMICS monthly.

NATIONAL ASSOCIATION OF INVESTMENT CLUBS (NAIC)
1515 East Eleven Mile Road, Royal Oak, Michigan 48067
(313) 453-0612
Thomas E. O'Hare, Chairman

The association of over 4,500 affiliated clubs and 70,000 individuals is organized to interest people in all aspects of investment, create new shareholders, and to teach sound investment principles. Founded: 1951. Staff: two professionals and four support. 1979 budget: $500,000. Funded by member's dues and sales of materials. Local chapters train people to speak and explain the economic factors affecting their lives, and reply to accusations made against the operating policies and profits of business and industry. Publishes: BETTER INVESTING, monthly.

NATIONAL 4-H COUNCIL (4-H)
7100 Connecticut Avenue, Washington, D.C. 20015
(301) 659-9000
Donald Henderson, Director, Educational Programs and Services

The "learn by doing" approach of the 4-H program provides opportunity for young people to develop marketable skills, become aware of career opportunities, and become involved in personal and business economics. This youth program of the Cooperative Extension Service of the State Land Grant Universities and the U.S. Department of Agriculture now involves more than five million boys and girls from 9 to 19 years of age.

Special educational programs on career exploration, youth employment, commodity marketing, economics in action, and business management are carried out in cooperation with the private sector. Leadership and citizenship training is provided through the National 4-H Council, a private, nonprofit 501(c)(3) educational institution funded by over 2,200 corporations, foundations, and individuals who contributed $3,284,000 to its programs in 1977. Publications include NATIONAL 4-H NEWS.

THE NATIONAL INSTITUTE FOR CAREER DEVELOPMENT (NICD)
Doane College, Crete, Nebraska 68333
(402) 826-2201
Edward D. Watkins, Executive Director

The institute seeks to develop career education programs for institutions or individuals that will bring a closer relationship between the college experience and the community. Founded: 1978. Staff: one. Operates as a nonprofit department of the college. 1979 budget: $20,000. Present funding by conferences, workshops, and consultation. The institute sponsors a national conference on career development for employees and employers. It plans research and programs in career counseling, skill assessment, and experiential learning.

PHI GAMMA NU
81 Kercheval Avenue, Grosse Pointe Farms, Michigan 48236
(313) 882-3886
Virginia Schulte, Executive Director

The nonprofit national professional sorority in business, founded in 1924, has 16,000 members in 81 collegiate chapters and 16 alumni chapters associated with colleges, universities, and departments of business administration. It is organized to foster the study of business and encourages scholarship, participation in school activities, and the association of students to promote advancement, professional competency, and achievement in the field of business. The sorority furthers business ethics and culture in civic and professional enterprises. It provides awards for scholarship achievement and two annual scholarships for members. Publications include THE MAGAZINE OF PHI GAMMA NU and THE ALUMNI NEWSLETTER.

PUBLIC POLICY EDUCATION FUND, INC. (PPEF)
605 Lincoln Avenue, Grove City, Pennsylvania 16127
(412) 458-6600
John A. Sparks, President

The fund presents a fair, accurate account of national issues and the positions involved. Founded: 1978. Staff: four. The nonprofit 501(c)(3) educational organization is supported by business and individuals. Fund members research and publish special reports about various public policy issues, and cooperate with the Institute of Public Policy and Private Enterprise at Grove City College to present a one-week summer program.

SOCIETY FOR LIBERTARIAN LIFE (SLL)
California State Univ., Activities Center
UC2-43 Box 59, Fullerton, California 92634
(714) 526-1873
Lawrence K. Samuels, Chair

The society's purpose is to educate people towards the libertarian and voluntarist ideals of personal and economic liberty. Founded: 1973. Staff: five. Members: 1,400. Funded through member's contributions and sales of educational materials. A nonprofit, nonpartisan educational organization geared towards students and young people. The society charters chapters at high schools, colleges, and in communities. Sponsors speakers. Presents the annual "Libertas Freedom Award." It publishes and distributes position papers, booklets, buttons, and posters. LIBERTAS REVIEW is published quarterly.

STOCKHOLDER ADVOCATE FOUNDATION, INC. (SAF)
P.O. Box 999, 5 Exchange Street, Charleston, South Carolina 29402
(803) 723-0583
Henry L. Scott, Chairman

The nonprofit 501(c)(3) educational foundation, established in 1976, studies counter-productive trends in labor and government. Staff: one. It suggests ways to restore the balance of forces of government, labor, and industry, so that the equity ownership of corporations is not depleted. The foundation engages in research, information publication, and education, which includes materials about the discriminatory aspects of double taxation on divided income, capital gains, and income taxation.

STOCKHOLDERS OF AMERICA FOUNDATION, INC. (SAF)
1825 Connecticut Avenue, N.W., Universal Building, Washington, D.C. 20009
(202) 783-3430
Margaret Cox Sullivan, President

The nonprofit, nonpartisan public foundation, founded in 1974, is affiliated with the Stockholders of America, Inc., which represents the interests of stockholder members. Through study and research, the foundation seeks to develop an understanding of the balance of interests required between stockholders, business management, labor, and government, thereby strengthening the free enterprise system. No educational materials are available.

UNITED STATES CITIZENS' CONGRESS EDUCATIONAL FOUNDATION, INC. (USCCEF)
1221 Connecticut Avenue, N.W., Washington, D.C. 20036
(202) 347-6597
Barry Cooperstein, Executive Director

USCC is dedicated to the preservation of the American way of life. Founded in 1976, it is a nonprofit, nonpartisan educational organization supported by individuals and business. The foundation researches and publishes materials about the facts and interpretations of issues affecting the American system of government. It provides scholarships for the study of economics, political science and government, and sponsors an essay contest and a speakers' bureau.

YOUNG AMERICAN'S FOUNDATION (YAF)
Box 1002, Woodland Road, Sterling, Virginia 22170
(703) 450-5270
Cliff White, III, Projects Director

The nonprofit 501(c)(3) foundation, founded in 1969, strives to acquaint youth with the principles of American government and the genius of the American political system so they may have a fuller understanding of contemporary public policy questions. The organization provides books, educational materials, speakers, conferences, seminars, and scholarships for young people. It is supported by individuals, corporations, and foundations.

ADDITIONAL INFORMATION ON STATE ORGANIZATIONS

For additional business, career, or economic information about your state and supporting organizations within a state, contact any of the following state groups: Chamber of Commerce, Manufacturers or Industrial Association, Association of Commerce and Industry, Business and Industrial Association, Associated Industries, Council on Economic Education, or the Bureau of Business and Economic Research at your state university.

ASSOCIATION OF PRIVATE ENTERPRISE EDUCATION (APEE)
P. O. Box 709, Atlanta, Georgia 30301
(404) 659-8940
Michael H. Mescon, President

The association, founded in 1978, is a nonprofit educational corporation of private enterprise chair holders and educators of related interests who promote an accurate and objective understanding of the American business system.

Chairs of Free Enterprise, Private Enterprise, and Chairs of Related Interest

AMERICAN COLLEGE
James S. Bingay Chair of Creative Leadership
Robert T. LeClair, Dean, Graduate School
270 Bryn Mawr Avenue, Bryn Mawr, Pennsylvania 19010
(215) 896-4500

AMERICAN INTERNATIONAL COLLEGE
Earle A. Griswold Chair of Free Enterprise
Robert Hemond, Chairman, Economics Department
170 Wilbranhan Road, Springfield, Massachusetts 01109
(413) 737-5331

BIRMINGHAM--SOUTHERN COLLEGE
R. Hugh Daniel Professorship of Business and Free Enterprise
L. Aubrey Drewry, Jr.
800 Eighth Avenue West, Birmingham, Alabama 35204
(205) 328-5250

BRESCIA COLLEGE
Chair of Private Enterprise
Gary L. Saunders
120 West Seventh Street, Owensboro, Kentucky 42301
(502) 685-3131

BRUNSWICK JUNIOR COLLEGE
J. D. Compton Chair for the Study of Private Enterprise
Paul K. Vonk
Altama at Fourth Street, Brunswick, Georgia 31520
(912) 264-7317

COLUMBIA UNIVERSITY
Samuel Bronfman Chair of Democratic Business Enterprise
E. Kirby Warren
Room 725, URIS Hall, School of Business, New York, New York 10027
(212) 280-4428

GEORGIA STATE UNIVERSITY
Chair of Private Enterprise
Michael H. Mescon
University Plaza, Atlanta, Georgia 30303
(404) 658-2000

KENT STATE UNIVERSITY
Goodyear Executive Professor of Business Administration
Elmer C. Larsen
College of Business Administration, Kent, Ohio 44242
(216) 672-2258

LAMBUTH COLLEGE
Chair in American Enterprise
James S. Wilder, Jr., President
Jackson, Tennessee 38301
(901) 427-6743

LOYOLA UNIVERSITY OF CHICAGO
Free Enterprise Activities
John L. Ward, Director
820 North Michigan Avenue, Chicago, Illinois 60611
(312) 670-2892

NORTH GEORGIA COLLEGE
Chair in Economics
John Pearce, Coordinator
Dahlonega, Georgia 30533
(404) 864-3391

NORTHEAST LOUISIANA UNIVERSITY
Professor of American Business & Society
Ralph C. Hook, Jr.
College of Business Administration, Monroe, Louisiana 71209
(318) 342-4190

NORTHEASTERN UNIVERSITY
Business History and Economics Life Program, Inc.
Paul A. Tedesco
219 CU, Department of Curriculum and Instruction
College of Education, Boston, Massachusetts 02115
(617) 437-3302

OHIO STATE UNIVERSITY
William H. Davis Professorship in the American Free Enterprise System
Albert Shapero
302-D Hagerty Hall, 1775 College Road, Columbus, Ohio 43210
(614) 422-6446

PURDUE UNIVERSITY
Burton D. Morgan Chair of Private Enterprise
Lynn L. Bollinger
West Lafayette, Indiana 47907
(317) 749-2953

REGIS COLLEGE
John J. Sullivan Chair of Free Enterprise
Father David McBriar, OFM Provost
3529 West 50th Parkway, Denver, Colorado 80221
(303) 433-8471

ST. MARY'S UNIVERSITY
Myra Stafford Pryor Chair of Free Enterprise
Paul C. Goelz, Dean of Development
School of Business, 2700 Cincinnati Avenue,
San Antonio, Texas 78284
(512) 436-3705

SAMFORD UNIVERSITY
Chair of Private Enterprise
Lester H. Hollans
800 Lakeshore Drive, Birmingham, Alabama 35209
(205) 870-2931

SOUTHWEST BAPTIST COLLEGE
The Southwest Free Enterprise Forum
B. Edward Clark, Chairman, Department of Accounting, Business, and Economics
623 South Pike Street, Bolivar, Missouri 65613
(417) 326-5281

TEXAS CHRISTIAN UNIVERSITY
David L. Tandy Chair of American Enterprise Management
Joe L. Steele
M. J. Meeley School of Business, Fort Worth, Texas 76129
(817) 921-7527

UNIVERSITY OF AKRON
Goodyear Chair of Free Enterprise
Felix N. Mansager
Akron, Ohio 44325
(216) 375-7247

UNIVERSITY OF MINNESOTA
Frederick J. Kappel Professor in Business and Government
Blaine M. Cooke
College of Business Administration, Minneapolis, Minnesota 55455
(612) 373-4495

UNIVERSITY OF MISSISSIPPI
Phil B. Harden Professor of Marketing
William Ludstrom
School of Business, University, Mississippi 38677
(601) 232-7102

UNIVERSITY OF OKLAHOMA
Chair of American Enterprise
Lawrence E. McKibbin, Dean, College of Business Administration
660 Parrington Oval, Norman, Oklahoma 73069
(405) 325-3611

ST. MARY'S UNIVERSITY
Myra Stafford Pryor Chair of Free Enterprise
Paul C. Goelz, Dean of Development
School of Business, 2700 Cincinnati Avenue,
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Blaine M. Cooke
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Phil B. Harden Professor of Marketing
William Ludstrom
School of Business, University, Mississippi 38677
(601) 232-7102

UNIVERSITY OF OKLAHOMA
Chair of American Enterprise
Lawrence E. McKibbin, Dean, College of Business Administration
660 Parrington Oval, Norman, Oklahoma 73069
(405) 325-3611

UNIVERSITY OF TENNESSEE
Scott F. Probasco, Jr. Chair of Free Enterprise
William H. Peterson
Center for Economic Education, Chattanooga, Tennessee 37401
(615) 755-4118

UNIVERSITY OF TEXAS
Chair of Free Enterprise
Martin L. Baughman
Ernest Cockrell, Jr., 10.3, Austin, Texas 78712
(512) 471-7501

UNIVERSITY OF WISCONSIN
Irwin Maier Professor of Business
Jon G. Udell
252 Bascom Hall, 1155 Observatory Drive, Madison, Wisconsin 53706
(608) 263-4100

WEST GEORGIA COLLEGE
Warren Sewell, Sr. Chair of Private Enterprise
J. Mark Miller
School of Business, Carrollton, Georgia 30118
(404) 834-1246

Additional chairs are located at various college and university centers previously described.

Center for Study of Private Enterpr
APPALACHIAN STATE UNIVERSITY--Boone, North Carolina

Center for the Study of Private Enterprise
AUGUSTA COLLEGE--Augusta, Georgia

Center for Private Enterprise and Entrepreneurship
BAYLOR UNIVERSITY--Waco, Texas

Center for Private Enterprise Education
HARDING COLLEGE--Searcy, Arkansas

Peabody Center on Economic and Social Studies Education
GEORGE PEABODY COLLEGE FOR TEACHERS--Nashville, Tennessee

Center for Education and Research in Free Enterprise
TEXAS A&M UNIVERSITY--College Station, Texas

Center for Entrepreneurship and Small Business Management
WICHITA STATE UNIVERSITY--Wichita, Kansas

Economics Education Seminar

1. Introduction

Why an economic system? What, how, and for whom? Economics and the contemporary American incentive market system. Basic terms. Economic growth. Private enterprise. Private property. Perspective. Pretest. Project assignments.

2. Modern business and industry

Corporate organization. Economic role. The entrepreneur. Regulated business. Organization and management. Goals. Business cycle. Circular flow. Annual reports.

3. Finance and capital

Economic incentives. Profits and risks. Opportunity costs. Capital formation. Investments. Stocks and bonds. Dividends and interest. Rent. Money and banking. Credit. Regulation.

4. Production and manufacturing

Productive resources. Scarcity and choices. Opportunity costs and trade-offs. Resources allocation. Factors of production. Efficiency. Purchasing. Regulation.

5. Marketing and distribution

Markets. Goods and services. Supply and demand. Price. Competition. Specialization. Methods of distribution. Marketing. Advertising. Interdependence. Consumerism. Regulation.

6. Research and development

Planning. Productivity. Technological improvement and product innovation. Patents and licensing. Economic growth.

7. The worker and employment

Specialization. Comparative advantage. Division of labor. Wages and benefits. Working conditions. Job satisfaction. Job security. Mobility. Labor unions. Collective bargaining. Occupations, vocations, and careers. Education, skills, training, and development. Personnel. Employee relations. Job interviews.

8. Employee and public concerns

Costs and trade-offs. Safety and health. Ecological and environmental protection. Conservation. Social responsibility. Community relations. Communication. Government regulation.

9 & 10. The consumer and personal economics

Wants and needs. Scarcity and choices. Opportunity costs and trade-offs. Value judgments. Decision making. Income distribution. Use of banks, credit, loans, budgeting, insurance. Savings and investments. Stocks and bonds. Real estate. Cost of living. Security. Consumer protection. Responsibilities and alternatives. Buying a car or home.

11. Government and the economy--the citizen

Legislation (Congress and legislators). Regulation (Administration and bureaucracy). Arbitration (Courts and regulatory agencies). Monetary policy (Banks and the Federal Reserve System). Fiscal policy (Taxes, expenditures, and transfers). Problems: inflation, unemployment, poverty, welfare, and national debt. Gross National Product. Government limitations and restraints. Citizen's responsibility and response.

12. Summary review and evaluation

Project reports. Curriculum and materials review. Post-test. Evaluation.

Optional

13. International trade and world economy

World markets. Foreign trade. Balance of trade. The multinational company. Imports and exports. Duties and tariffs. Regulation.

14. Energy case study or project

An application of economic concepts: scarcity, trade-offs, resource allocation, productivity, research and development. Supply and demand. Financing. Price. Competition. Environment. Regulation. Exploration, production, processing, transportation, marketing, distribution, etc.

Program structure

Each three-hour unit is structured approximately as 30 minutes--subject and concept introduction; 45 minutes--lecture, panel, audio-visual, or discussion with two or three participants; 15 minutes--break; 30 minutes--questions and answers; 15 minutes--review; and 45 minutes--preparation and planning.

If two-hour units are used, they can be structured: 20 minutes--introduction; 40 minutes--participants; 10 minutes--break; 20 minutes--questions and answers; 30 minutes--preparation and planning.

Additional units can be added to the schedule by dividing any unit into two sessions. Additional time can be effectively used to discuss units 3, 7, and 11.

It's a great system

(pass it on.)

The System

Knowledge of the American incentive market system and how it functions should provide us with a better understanding of how our society has grown during the last two-hundred years. Let's review the system and our society as a whole; a nation encompassing over 200 million people at home on their continental land area, yet reaching out through trade, investment, transportation, communication, and other activities to touch and affect many millions of other people around the globe. Certainly ours is an extraordinary society, marked by achievements and remarkable willingness to undertake formidable tasks.

It is the most active and productive society of our time--indeed of any other time known to history. Each year the annual production of goods and services by the American people--the largest national output in the world--approximately matches the combined total production of all other industrially advanced nations, excluding those in the Soviet sphere of influence. Each year the productivity of our people, made possible by our labor, ingenuity, tools, and economic organization, enables the majority to enjoy the highest living standard the world has ever seen.

Yet there are limits to the abilities of even so productive a society as this one to satisfy the wants of its members. Increasingly, more people have come to realize that many of us have expected more from our economy than it is able to produce--at least in any short time period. Our productive capacity is limited in relation to our wants and resources, so we must make choices which ensure that our most important needs--food, shelter, clothing, transportation, health, and education--are provided for first. This is the economic problem of scarcity which every society faces, and ours is no exception.

In fact, every society must organize an effective system for meeting the needs of its members, which determines:

- What and how much will be produced?
- How, when, and where will it be produced?
- How and to whom will it be distributed?

How are such decisions made in our society? Who organizes the activity to carry them out--and how?

The Market System

Much of our economy is based on a voluntary competitive system of prices and markets. We can best illustrate this by thinking about a typical business transaction. A person goes to the supermarket to buy groceries. At the bakery counter, many types of bread are available. One is selected, and ultimately a cashier totals the purchases at the checkout counter where they are paid for.

Neither the store manager who sold the bread, nor the bakery that made it, nor the mill that supplied the flour, nor the farmer who grew the wheat knew who would buy the final product in the chain of transactions.

Organization

First of all, businesses determined the "market" for their goods. They knew approximately what quantity could be sold. They knew there was a demand for what they had to sell. Raw materials were ordered, machinery assembled, and workers employed. While they did not necessarily know the buyers personally, they understood the buyers needs and provided a product to meet those needs. Experience indicated the approximate price customers would be willing to pay.

But the whole chain of transactions was voluntary. Together they brought about an organization of actions which wound up with a new loaf of bread in the buyer's kitchen. Each day millions of independent production, distribution, and consumption value judgement decisions combine to provide our market with an astounding variety of goods, services, and prices.

In summary, suppliers sell the kinds of goods and services they think buyers will want, at prices which reward them for their services. In other words, the goods which suppliers bring to market are intended to match buyers' wants. Supply is created to meet demand.

The Consumer is Boss

The consumer, the buyer of end products, has a powerful voice in this system. Ultimately the consumer's power of choice--the decision to buy or not to buy and to choose between competing products--is decisive in guiding the market system. This power of choice means that the consumer gives the orders (demand) which ultimately confirm or reject the business decisions that brought the supply of goods to market.

Consumer choices, reflected in the way income is spent, help determine the worth, value, or price of goods and services, and so guide production. If consumers buy more automobiles, production will be increased. If they buy fewer, production will be cut back or an alternate method will be developed to lower production costs. Nothing will be produced very long that doesn't sell. So production of most-wanted items rises and that of less-wanted items falls. Consumer dollars vote for some products and against others. Increases, decreases, or changes in production are made in response to these signals.

The Role of Business

Before goods and services can be supplied, production must be organized. Productivity, which contributes to our material welfare, is based on three factors:

1. **Land,** which describes the public and private ownership of natural resources, whose form, condition, and location are changed by . . .
2. **Labor,** which includes the employment of, and reward for, all types of physical and mental human effort, and . . .
3. **Capital,** which consists of the tools, plants, and equipment used to produce and distribute goods and services.

Labor, capital, and other productive resources must be brought together and combined efficiently to create goods and services people need and will buy. In the market economy, this is the job of business firms and the people who run them. Each business decides what and how to produce and, generally, to what group of people it will try to sell its products.

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Prices and Profits Guide Market Decisions and Create Competitic

Meanwhile, markets are constantly changing. Consumer demand changes. Prices and uses of the means of production also shift in response. Producers in business and industry must react to these changes promptly, or their decisions will be rejected by the market (customers), and they will have a loss. Unless they change they can go out of business.

Market activity expresses its competitive pressures largely through the pricing of goods and services. Well informed consumers intensify these pressures through careful shopping for the best values. Every day, under the pressure of market forces, producers compete to supply consumer needs. When one producer finds and adopts a cost-reducing method, he can add to his profit or sell at lower cost than his rivals and gain a financial or marketing advantage. Competitors must quickly match this price through innovation, quality improvement, or better service or they will lose sales.

Because of competitive pricing, customers tend to shift from less successful to more successful firms. High-cost or low-quality firms lose customers first. They also incur losses--the negative side of profits--which signal them to make changes. If they cannot reduce costs or improve quality, they must switch to new products or go out of business. Price is the major factor in determining what goods and services will be produced and how much will be consumed.

The Incentives of Profit

Successful firms make profits. Their earnings pay for capital or borrowed funds invested in the business, as well as for the risk-taking and the services provided. Profit has a double function. First, it rewards successful enterprises. Second, it constitutes the incentive to improve goods or services. Profit spurs efficiency and growth. Rising profits signal that buyers want more of such products and are willing to pay for them. Falling profits or losses signal that costs are too high in relation to buyers' willingness or ability to pay.

Profit is a powerful stimulus to producers. The absence of profit--or the presence of its opposite, loss--also has a social function. Occasional losses spur producers to greater efficiency. Steady losses reduce or eliminate production of less wanted goods. They may also eliminate inefficient producers.

In the last few years, average profits of U.S. businesses have ranged from approximately three cents to five cents on each sales dollar. These are remarkably narrow margins on which to base the operations of so large and complex a market economy. Yet they suffice to allocate productive resources to the business activities that produce what people want most--as shown by what they buy. Moreover, it is a very modest proportion of the total income created by production. Yet these incentives have helped create a voluntary organization of human effort and coordinated action of unparalleled productivity.

Interaction of Political and Economic Systems

Market processes do not operate in a vacuum, however. This main, privately operated sector of our economic system works within a framework of law and public administration established through our political processes, which are responsive to different kinds of decision-making.

Because people, through their political processes, choose legislators who enact laws and provide for their enforcement, they are part of a decision-making system that can enhance, restrict, or nullify the working of market forces. Producers must respond to these changes or suffer the consequences. Thus, political decisions can affect supply, pricing, profit, and cost relationships and thereby distort the market signals which guide producers' and consumers' actions.

Both supply and demand are responsive to price. Economists talk about supply at any given price and what supply might be at some other price. They talk about demand in the same way. Politicians and other non-economists tend to talk about what future supply and demand might be at today's price. As a result, they are always finding gaps between supply and demand. When the projected supply exceeds projected demand, they usually prefer to curtail production in some artificial way. When demand exceeds supply, they usually prefer to correct it through rationing and allocation.

Normally, the free market could solve problems of scarcity. Shortages could be eliminated if prices motivate the customer to consume less and the producer to provide more. This in turn could result in a new product or process that is better and costs less. For the economist who believes in the price mechanism, there can be no lasting gap between supply and demand, only temporary ones. The economist knows that--given a little patience--the price mechanism will establish a new balance.

The government's major source of funds is from the people. Everything the government provides, it must tax, borrow or otherwise obtain from the income or property of people. When government spends more than it receives, the resulting deficit is a major cause of inflation. Chronic deficits, and imbalances in supply and demand are primary causes of inflation. Inflation reduces the value of all material wealth.

Our nation's wealth is based on private enterprise, competition, and monetary reward for productive service and thrift. Business brings capital, natural resources and labor together to generate material wealth, and hence, the money that repays investors, keeps people employed, increases productivity and efficiency, and pays the taxes that sustain government.

If the productive sector is prevented from making the profits required to buy new production tools, create new jobs, and embark on the research essential to meeting future public needs . . . then neither government nor competitive enterprise will be able to meet its respective responsibilities to society.

The Choice

The American people seek clearer perspectives on the progress and direction their society will take. Whatever they undertake--individually, in small or large groups, or as a nation--will greatly depend on the understanding they apply to the economic means through which they seek their goals.

Our American system, which has surmounted great challenges in the past, will continue to serve us well in the future if we understand its working and exercise our very considerable powers of individual choice in the light of that understanding. You vote with your dollar everytime you purchase goods or services. You vote for representation at every election, and you vote for legislative action every time you contact your legislators and express your opinions on key issues.

We have a great system--pass it on!

CORPORATE SUPPORT OF ECONOMIC EDUCATION

General

Thoughtful business leaders are aware that although the public has some understanding of economics, it is not always well versed in many basic economic concepts. The widely-circulated Powell Memorandum, submitted to the Chamber of Commerce of the United States as a basis for discussion, stated:

> "The first essential is for business to confront the problem of economic education as a primary responsibility of corporate management . . . Strength lies in organization, in careful long-range planning and implementation, and in consistency of action over an indefinite period of years."

Broad-based public support is required to sustain economic policies which help business operate effectively in a competitive, incentive market-oriented economy. Business support of organizations that provide effective economic education should help to improve the public's knowledge of economic concepts and dispel some misconceptions about business operations.

According to The Business Roundtable, there is a clear need for better understanding of the business system through teaching economics in schools. The United States Office of Education reports that most states do not require a course in economics for teacher certification. However, curriculum development and improved teacher preparation constitute a most effective means of broadening economic education in the nation's schools.

People should be taught to think critically and use analytical methods to look at each alternative in terms of economic benefits and associated costs and then to make rational choices based on their own best interests. Business should seek and support specific economic education programs that raise the competence and general level of economic understanding with students, teachers, and decision makers.

Corporate support of economic education serves the interests of the company and its stockholders. Funding economic education programs represents long-range investment to further an economic environment in which business can profitably conduct its operations. The better the public is able to understand and comprehend economic facts and concepts, the better they will be able to understand the various issues affecting business and to support its positions.*

* Appendix A

Objectives

Corporate support for economic education is needed to help individuals:

1. Create an awareness of the economic concepts that affect their everyday life as citizens, producers, and consumers.

2. Understand and objectively analyze economic issues so that they are able to make informed, rational decisions.

3. Develop practical skills using economic concepts to identify and review economic alternatives including proposed legislative action.

Application

Economic education program proposals vary widely in approach, potential audience, means of delivery, and cost. Each request should be reviewed to determine if the proposal meets corporate objectives to promote economic education.

Primary interest should be in organizations and programs that have a multiplier effect, such as training teachers who instruct other teachers and students, and opinion molders who affect the public through media or leadership statements.

Support for economic education should be directed to the following publics:

1. Educators, teachers, and students.

   Education is a factor of immense value in economic growth, in the development of living standards, and in determining the structure and character of the political arrangements which govern the relationships between business and the rest of society.

   Economic education affects the individual and his personal aspirations as a citizen, a worker, and a consumer. In each role, the individual must make intelligent decisions and critical choices that affect not only his well-being but also the well-being of business.

2. Corporate constituency including employees, shareholders, annuitants, and associated business contacts.

   Economically literate corporate constituencies can be a powerful influence on government because of their personal interest and involvement in the ways that legislation can affect their jobs, work opportunities, benefits, or operations.

3. Community.

   Corporate responsibility warrants support of economic education in communities where major corporate facilities are located. Positive results can be secured with successful programs responsive to community needs.

4. Legislators, media representatives, and other opinion and leadership groups.

   Economic education for legislators and their assistants, media people, and other opinion and leadership groups would provide the basis for more rational legislative proposals, better business reporting, and more accurate and effective publications and discussions. Thought leaders have great influence with the general public, and thereby, affect their decisions.

5. General public.

   The educational level of economic understanding of the general public has much to do with the environment in which business must function.

   The climate in which a company operates is clearly a function of the public's attitude toward business in general and toward the conduct of the corporate enterprise in particular. This is affected for better or worse by the relationship of the economic knowledge citizens apply to any given decision.

   Although the public acts as a constituency, it is the personal economic needs of each individual that form the collective response. An economically literate population will understand the relationships which enables business and government to make the rational decisions needed to achieve the ends desired by the people.

Criteria

Appraisal of economic education proposals should be based on realistic objectives, a knowledge of the public(s) to be reached, and the availability of alternative programs.

1. Some pertinent information for making an orderly, uniform appraisal can be found in the Proposal Evaluation (Exhibit I). This material is not all-inclusive, but does provide some of the information needed for a factual, unbiased review of the material submitted with the proposal. The questions posed in the Appraisal Guidelines (Exhibit II) will also assist.

2. An economic education program and supporting materials should be designed to educate the group it is directed to; provide unbiased, factual information; indicate alternative approaches to economic problems; and enable individuals to weigh these options and make judgmental decisions based on sound economic principles. The program should be comprehensive and related to the direct interests of the selected audience.

3. Economic education programs should be produced by organizations and institutions that are well-known, reliable, and respected in their field. The organization should have the resources to develop, implement, and evaluate effective programs. The program budget should be carefully analyzed to minimize excessive administrative costs by the sponsored organization. The organization should submit convincing proof of its ability to perform, including results of previous successful programs.

4. Economic education proposals should include a means of adequately measuring program effectiveness. Sharply defined goals dealing with specifics, limited audiences, and expected achievements should be clearly stated. Research should be used whenever possible to evaluate the effectiveness of the program, determine the cost/benefit ratio, and provide information to improve and support subsequent program development. An exception to this type of evaluation may be a program designed for the general public, where prior experience and judgment would be sufficient to indicate the expected results.

5. Economic education should be directed to areas where it is most needed and where it will not duplicate existing efforts. An economic education program need not be directly related to an industry; however, where appropriate, it may be desirable to use company or industry examples to illustrate specific concepts.

6. An on-going program is generally most desirable, so that basic economic concepts are continually reinforced. It would also be useful for the program to be self-perpetuating or adaptable to future support by others.

Appendix A

Surveys of adults and high school students show a strong correlation between the amount of factual information people have about economics and their point of view of subjective questions. More information tends to go along with what most people would generally regard as "a business position." This conclusion is based on: Study of U.S. Economic Knowledge and Attitudes Toward Business, November, 1975, sponsored by The Business Roundtable and Survey of Teenager Economic Knowledge and Attitudes, December, 1976, sponsored by Educational Communications, Inc.

PROPOSAL EVALUATION

Please fill in the information indicated.

Name of organization_____

Address_____

City_____State_____Zip_____

Phone no. including area code_____

Chief officer_____Requested by_____

Title_____Title_____

Proposal Title_____

Amount of funding requested $_____

Total funding required for this proposal $_____

If request is for partial funding, indicate how much has been secured

to-date $_____as of_____

Period of request: From_____to_____

Objective of organization:_____

_____

_____

Objective of proposal (What it is intended to accomplish):

_____

_____

_____

Description of proposal (What will it include?)_____

_____

_____

_____

_____

_____

Impact or benefits of proposal. What will be accomplished?

_____

_____

_____

How will program be distributed?_____

_____

_____

How will funding be used?_____

_____

_____

Staff developing and/or writing program:

Credentials_____

_____

Program will be reviewed, researched, and evaluated by educator(s)

or an educational institution: ( ) No ( ) Yes

List_____

Program will be: ( ) Pre-tested; ( ) Post-tested; ( ) Evaluated

Testing will be done with: ( ) Students; ( ) Teachers; ( ) Employees

( ) Others_____ _____

Amount of budget set aside for research and evalution $_____

Requires approval by: ( ) School board; ( ) Superintendent of education;

( ) Principal or curriculum advisor; ( ) Department head; ( ) Teacher.

If an educational program for teachers, will it carry graduate credit?

( ) No ( ) Yes

ORGANIZATION

Year founded or established _____

Total number of members _____

Number of business and industry members _____

Number of educator members _____

General operational or coverage area _____

Total number in staff - Professional: _____ Support: _____

Number of directors and/or trustees _____

In business or industry _____ Educators _____

Affiliated, associated, or cooperating organizations _____

_____

_____

Advisory or consultant groups _____

_____

_____

Attach annual report, if available.

FINANCES

Check if: ( ) non-profit; ( ) tax-exempt _____
IRS # and date

Annual budget $_____

Number of contributors _____ Number of business contributors _____

Funded by: ( ) Foundations; ( ) Business; ( ) Others _____

List several major contributors, and if you wish amounts contributed:

	This program	Total last year
1. _____	$_____	$_____
2. _____	$_____	$_____
3. _____	$_____	$_____
4. _____	$_____	$_____
5. _____	$_____	$_____

PROGRAMS

Organization's area of interest_____

_____

_____

Audience to be reached (check)

( ) Academic
( ) Agriculture
( ) Business and Industry
( ) Church groups
( ) Civic groups
( ) Clergy
( ) Educators
( ) Employees
( ) Executives
( ) Fraternal groups
( ) Government
( ) Labor
( ) Legislators
( ) Media
( ) Parents
( ) Patriotic groups
( ) Students
( ) Elementary
( ) Secondary
( ) Jr. college
( ) College
( ) Thought leaders
( ) Trade assns.
( ) Veterans
( ) Youth
( ) Others_____

Program areas: (check)

( ) A-V materials
( ) Annual awards
( ) Community
( ) Communications
( ) Corporate
( ) Conferences & Seminars
( ) Consultation
( ) Contests or Competition
( ) Curriculum development
( ) Data gathering & reporting
( ) Debates
( ) Fellowships
( ) Interns
( ) Legislative
( ) Library
( ) Media
( ) Printed matter
( ) Publications
( ) Research & Evaluation
( ) Scholarships
( ) Speakers
( ) Surveys
( ) Teaching materials
( ) Training (groups)_____
( ) Others_____

MATERIALS DISTRIBUTION

States # of: _____: Regional area _____; Nationally ( ).

Student and teacher educational materials:

	Student	Teacher
Primary K-3	_____	_____
Primary 4-6	_____	_____
Secondary 7-9	_____	_____
Secondary 10-12	_____	_____
Jr. College	_____	_____
College	_____	_____
Graduate	_____	_____
Adult	_____	_____
Pre-Service		_____
In-Service		_____

PUBLICATIONS

Titles and circulation of major monthly or quarterly publications:

_____

_____

_____

APPRAISAL GUIDELINES

Through research, review, and reappraisal, the size and content of an economic education program should reflect corporate interest and indicated needs at the time the program is submitted.

No corporation can be responsive to every appeal, but all requests must be screened in order to eliminate those that do not fit its needs. Even for those that remain, budgetary limitations and other considerations dictate the necessity for applying some merit tests in order to select programs which the company should support because they best meet predetermined economic education objectives.

The following questions review some of the areas to be investigated, but are not all inclusive.

1. Character of the solicitation.

   a. Is the appeal general or specific?

   b. For what purpose is the money being sought?

   c. Is the request well-documented?

   d. Does the request indicate why the proposed program should be supported?

2. Nature of the organization.

   a. How is it controlled? Public or private? Business or educational?

   b. For what educational purpose does it exist?

   c. Is it nonprofit? Noncommercial? Nonpartisan?

   d. What other organizations is it affiliated with?

3. Performance of the organization.

   a. Is it known for any unique element of its previous programs?

   b. Are there specific previous or similar programs that are outstanding?

   c. What are the characteristics of the people who produce and administer the program?

   d. Is the organization cooperating with educational institutions to improve the efficiency of the proposed program?

   e. Does the organization provide an annual report on its stewardship of the resources entrusted to it by various groups of contributors?

   f. What other companies or foundations are the most prominent contributors? Are they related as competitors, customers, suppliers, etc.?

4. Relationship between the organization and the company.

   a. Is the proposed program local, regional, or national?

   b. Is the program related to the company's products or services?

   c. Is there anything about the program that relates to the company's image, identity, or philosophy?

   d. Does it offer opportunities for continuing education without continuing funding, or with funding at a much lower level?

   e. Does the program offer employee educational techniques or materials, or other items of value for employee development?

   f. What are provisions for follow-up of the program?

5. Program proposal.

   a. Is there a clear statement of the problem?

   b. Is there a clear statement of the project's impact on the problem?

   c. Is there a clear description of the proposed program?

   d. Has the program been well planned?

   e. Will the program fill a need?

   f. Is anyone else taking a similar approach?

   g. What is the time frame of the proposal?

   h. Does the program development staff contain recognized economists and educators?

   i. Will economists and educators participate in the planning stages and final review?

   j. Is the program aimed at the local community?

   k. Will the proposal fit in with existing educational programs and materials?

   l. What are the anticipated product(s) or results?

6. Research and evaluation.

   a. Will research on the program be done by a recognized, competent group?

   b. Will educators or an educational institution evaluate the program?

c. Will program materials be pre- and/or post-tested?

d. Will the effectiveness of the program be tested?

e. Can the program be adjusted or modified as a result of testing?

f. What kind of testing will be utilized?

g. Will the results of the research be available to the company? To the public?

h. Will results of all tests be incorporated in the final report?

i. Will evaluation provide specific answers at the conclusion of the project?

j. Is there any unique tie-in between the research program and any area of particular interest to the company?

7. Program materials for educators.

a. Are materials selected on the basis of teacher need?

b. Are materials created by teachers with a sound educational background?

c. Are materials to be utilized, published by a respected or professional educational organization?

d. Will teachers trained in the program be able to help other teachers learn about economics?

e. Does part of the proposal carry graduate credit for participating teachers?

8. Public interest may involve important indirect and intangible benefits to the company. Is support of the program in the interest of industry, other business, and/or the public in general?

Questions To Resolve In Economic Education Planning

What is the central problem to be solved?
Who wants it solved?
How will solving it serve the public?
Who is best qualified to handle the problem?
Who in management will welcome a solution?
Who in management may object?
Who in management may be indifferent?
Who should approve a plan of solution in advance?
Who might contribute good ideas?
What information is lacking? Can it be obtained?
How much expense is justified? From whose budget?
How much time is left to work on the problem?
What key personalities are involved, internal and external?
What is the target public?
What groups outside the target public may be affected?
Which techniques of communication should be used?
What media of communication should be used?
If left alone, will the problem adjust or solve itself? For better or worse?
What is the best solution plan?
Should it be expanded, curtailed, changed?
What else has been tried? With what results?
What is the best predictable immediate effect?
What will be remembered a year from now? Five years?
What new problems will the solution evoke?
What has been overlooked?